iNACOL
VIRTUAL SCHOOL
SYMPOSIUM

The Premier K-12 Online and Blended Learning Conference

EMPOWERED TO PERFORM:
online and blended learning models

November 9-11 **Indianapolis, IN**

The International Association for K-12 Online Learning

Who We Are

We are a non-profit 501(c)(3) membership association based in the Washington, DC area with more than 3,800 members. We are unique; our members represent a diverse cross-section of K-12 education from school districts, charter schools, state education agencies, non-profit organizations, research institutions, corporate entities and other content & technology providers.

What We Do

Advocacy - Support activities and policies that remove barriers and support effective online education.

Research - Facilitate, conduct and disseminate research, identify promising practices, and develop national K-12 online learning quality standards.

Professional Development - Offer professional development opportunities for administrators and teachers.

Networking - Promote the sharing of information, resources and expertise across the larger education reform community to drive future directions in K-12 online education.

Why We Do It

To level the playing field for students through online learning. Our mission is to ensure all students have access to world-class education and quality online learning opportunities that prepare them for a lifetime of success.

iNACOL
International Association for K-12 Online Learning

www.inacol.org PHONE: **703-752-6216**
1934 Old Gallows Road, Suite 350, Vienna, VA 22182

iNACOL
International Association for K-12 Online Learning

November 2011

Dear *i*NACOL Members and Symposium Participants:

Welcome to *i*NACOL's annual conference on online and blended learning, the Virtual School Symposium (VSS). Our mission at *i*NACOL is to ensure that all students have access to a world-class education and quality online and blended learning opportunities that prepare them for a lifetime of success. I hope VSS inspires, informs and connects you with a network of innovators, social entrepreneurs and pioneers in online learning from across the United States and around the world.

We convene VSS to learn from each other and push each other toward transforming learning through advances in online and blended education. While a primary goal is expanding high-quality educational opportunities for all students, the focus on access must be accompanied by a strong agenda for quality assurance and innovation through new learning models.

*i*NACOL continues to engage in advancing policy advocacy across the states and beyond, enabling leaders in the field to collaborate and network, sharing best practices and focusing on quality in a field with tremendous growth and dynamism. *i*NACOL has more than 3,800 members, leading research and developments in online learning all over the world.

We have released a number of new resources this year, including:

- *Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning* (July 2011)
- *It's Not a Matter of Time: Highlights from the 2011 Competency-Based Summit* (July 2011)
- *iNACOL National Standards for Quality Online Courses, Version 2* (October 2011)
- *iNACOL National Standards for Quality Online Teaching, Version 2* (October 2011)
- *The Online Learning Definitions Project* (October 2011)
- *Online and Blended Learning: A Survey of Policy and Practice of K-12 Schools Around the World* (November 2011)
- *Online and Blended Learning: Case Studies of K-12 Schools Around the World,* edited by Michael Barbour, Lisa Hasler, and Jeffrey Hunt (November 2011)
- *State of the Nation: K-12 Online Learning in Canada, Fourth Edition* (November 2011)

There are major changes happening — the adoption of the common core of academic standards, extending student learning opportunities through bridging formal and informal learning, and breaking down barriers to allow transformation through personalized, student-centered, competency-based learning approaches. The question is not whether education is changing but how quickly we can revolutionize current models and transform schools to enable next generation learning through online learning.

Thank you for your work in online and blended learning and your leadership in the education field. Please let me know how I can better serve you.

Sincerely,

Susan D. Patrick

Susan D. Patrick
President and CEO

Participation Tracks at VSS

In order to assist attendees in identifying break-out sessions that will be of greatest interest to them, VSS sessions are categorized into participation tracks. Please note that there may be more than one presentation in a given track during the same break-out time slot. After each break-out session description, you will find the participation track for that session as well as information regarding the session's target audience regarding online learning experience and grade levels served. The participation tracks for VSS this year are:

- **Administration and Management of Online Programs**
- **Advocacy**
- **Curriculum and Online Course Development**
- **Engaging and Motivating Students Online**
- **Mobile Learning**
- **New Learning Models**
- **Over Aged, Under Credited Youth**
- **Professional Development**
- **Quality**
- **Research and Evaluation**
- **Special Student Populations**
- **State Virtual Schools**
- **Teaching Methods**
- **Technology**

VSS Overlay: Conference Wiki Space & Social Networking

The Virtual School Symposium (VSS) 2011 will feature several additional online and mobile initiatives.

There is a live VSS conference wiki to allow presenters and attendees to share session resources throughout the conference. The wiki will remain available after the conference for reference and additional contributions. (http://vss11.wikispaces.com/)

The general sessions and break-out sessions in White River Ballroom G/H will be webcast live. Recordings of these sessions will be posted on the VSS conference wiki as well. In addition break-out sessions in Rooms 201/202, 203/204, 304/305, Grand Ballrooms 1-4 will be recorded and will also be posted on the VSS conference wiki.

Numerous online social networking opportunities are available via Facebook, Twitter, and Youtube, for attendees to interact real-time. Please feel free to engage in discussions about the trends, issues, and programs discussed at the conference.

Finally, if you are using Twitter, please use the hashtag #vss11 in each of your entries. Each conference session also has a hashtag, noted here in the program. We encourage you to use the session hashtags to share your thoughts and comments during the individual conference sessions.

VSS Mobile Application

A conference mobile app powered by Desire2Learn is available as a free download for VSS 2011. Use your mobile device's QR reader to scan the QR code located here or at the registration desk at the conference in order to download the mobile app. You can also visit http://www.virtualschoolsymposium.org/mobile to download the app. Conference sessions, maps of the conference and information about Indianapolis can be found on the interactive app.

iNACOL VIRTUAL SCHOOL SYMPOSIUM

The Premier K-12 Online and Blended Learning Conference

SAVE THE DATE!

The Virtual School Symposium is the only national conference dedicated to the issues of K-12 online and blended learning. In 2012, an additional half-day will be added to this innovative annual conference, attracting over 2,000 education leaders, practitioners, and decision-makers.

Oct. 21-24, 2012
New Orleans, LA

Hyatt Regency New Orleans

VSS2012.INACOL.org

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Conference At-a-Glance

Wednesday, November 9, 2011	Pre-Conference	Location
7:00AM – 5:00PM	**Registration**	
8:00AM – 5:00PM	**Full Day Pre-Conference Workshops**	202/203/204, 309/310
8:00AM – 12:00PM	**Morning Half-Day Pre-Conference Workshops**	209, 302/303, 304/305, 308, Grand Ballroom 4
10:00AM – 10:15AM	**Pre-Conference Break**	
12:00PM – 1:00PM	**Lunch**	Grand Ballroom 5 & 6 foyer
1:00PM – 5:00PM	**Afternoon Half-Day Pre-Conference Workshops**	201, 205, 206, 209, 302/303, 304/305, 306, 307, 308, 312, 314, Grand Ballroom 4
2:15PM – 2:30PM	**Pre-Conference Coffee Break**	Grand Ballroom 5 & 6 foyer
5:30PM – 6:30PM	***i*NACOL Annual Membership Meeting & Awards**	Grand Ballrooms 2 & 3
6:30PM – 8:30PM	***i*NACOL President's Welcome Reception** *Special Thanks to Diamond Sponsors: Blackboard, Inc. and Pearson*	Exhibit Hall
Thursday, November 10, 2011	**Conference Day 1**	**Location**
7:00AM – 5:00PM	**Registration**	
7:00AM – 8:00AM	**Continental Breakfast**	Exhibit Hall
7:15AM – 7:45AM	**Newcomers' Session**	White River Ballroom E
8:00AM – 8:30AM	**Welcome and Opening** **Susan Patrick, *iNACOL President and CEO***	Grand Ballroom 5-10
8:30AM – 9:15AM	**Keynote Panel** Why Online Teaching Matters **Cindy Carbajal, *Master Teacher, Capistrano Connections Academy*,** **Kristin Kipp, *English Teacher, Jeffco's 21st Century Virtual Academy and 2011 National Online Teacher of the Year,*** **Jeff Pittman, *Science Teacher, Florida Virtual School,*** **Bonita Walker-Jones, *Co-founder V.O.I.S.E. Academy High School***	Grand Ballroom 5-10
9:15AM – 9:30AM	**Break**	
9:30AM – 10:30AM	**Breakout Sessions**	
10:30AM – 10:45AM	**Coffee Break**	Exhibit Hall
10:45AM – 11:45AM	**Breakout Sessions**	
11:45AM – 12:00PM	**Break**	
12:00PM – 2:00PM	**Luncheon Keynote Panel** State Leadership Toward Transformation: Next Generation Learning and Reform **Gene Wilhoit, *Executive Director, Council of Chief State School Officers*** **Steve Midgley, *Deputy Director of Education Technology, US Department of Education*** *Special Thanks to Emerald Sponsors: ODYSSEYWARE and PLATO Learning*	Grand Ballrooms 5-10

2:00PM – 2:15PM	**Coffee Break**	Exhibit Hall
2:15PM – 3:15PM	**Breakout Sessions**	
3:15PM – 4:00PM	**Ice Cream Break**	Exhibit Hall
4:00PM – 5:00PM	**Breakout Sessions**	
6:00PM – 9:30PM	**VSS Networking Dinner** *Special Thanks to Diamond Sponsors: Advanced Academics, Inc. and Lincoln Interactive*	Indiana Roof Ballroom
Friday, November 11, 2011	**Conference Day 2**	**Location**
7:00AM – 3:00PM	**Registration**	
7:30AM – 8:30AM	**Continental Breakfast** *Special Thanks to Emerald Sponsors: VSCHOOLZ and Word Dynamo by Dictionary.com*	Exhibit Hall
8:30AM – 9:30AM	**Keynote Panel** A Vision for Change: Creating an Urgency for Transforming Education in Today's Global Market **Tony Bennett, *Superintendent of Instruction, State of Indiana*** **Paul Peterson, *Director, Harvard Program on Education Policy and Governance*** **Moderated by Michael Horn, *Executive Director, Innosight Institute***	Grand Ballrooms 5-10
9:30AM – 9:45AM	**Break**	
9:45AM – 10:45AM	**Breakout Sessions**	
10:45AM – 11:30AM	**Coffee Break**	Exhibit Hall
11:30AM – 12:30PM	**Breakout Sessions**	
12:30PM – 1:30PM	**Networking Luncheon** Birds of a Feather Roundtable Discussions *Special Thanks to Emerald Sponsors: Accelerate Education and Ombudsman*	Grand Ballrooms 1-5
1:30PM – 2:00PM	**Chocolate Break**	Exhibit Hall
2:00PM – 3:00PM	**Breakout Sessions**	
3:00PM – 3:15PM	**Break**	
3:15PM – 4:15PM	**Students' Perspective Panel and Closing** **Moderated by Susan Patrick, *iNACOL CEO and President***	Grand Ballrooms 1-5

Wireless Access at the JW Marriott Indianapolis

To Connect:

- Search for the Marriott Meeting wireless network in your list of available wireless networks.
- Browse to any web site (such as Google) and you will be redirected to a web page by Marriott.
- Click "connect" in the upper right corner of this page.
- Enter the passcode "**VSS2011**" when asked, AND agree to the terms.

Google Workshop for Educators (Online Teacher Edition)

Room 309/310

Mark Wagner, *Computer User Educators*

Search, learn, share! Brought to you by Computer Using Educators (CUE), the producers of the Google Teacher Academy, the nationally acclaimed Google Workshop for Educators (GWE) introduces participants to innovative ways Google tools can be used in education. A full day of fast-paced presentations and hands-on activities includes experience with advanced search techniques, collaborative web-based applications, and inspirational instructional strategies. Google Certified Teachers share ways they've implemented tools such as Google Docs, Google Maps, Google Sites, and… even more. Participants who complete the event are given access to the Google Workshops for Educators Network (GWEN), an online community focused on supporting educators as they learn more about the power of Google to drive student learning.

TWITTER: *#vss309p1*

How to Start an Online Learning Program

Room 202/203/204

Jeff Hunt, *DuPage County (Illinois) Regional Office of Education*
John Canuel, *Blackboard, Inc.*
David Glick, *David B. Glick & Associates, LLC Educational Consulting*

Starting an online program is a daunting task. Policies, technologies, leadership, quality curriculum and many other issues need to be addressed in a program start up.

In this workshop individual participants or district teams will develop a business plan blueprint to start an online school or program. Participants will leave the session with a personalized business plan that addresses each of the major areas to consider with when starting an online school/program and notes on the following to guide continued development after the conference.

- decisions made
- decisions to make
- issues to address
- next steps for the plan

Expert facilitators with experience starting online schools/programs will assist in the workshop portions to provide guidance to individuals and teams.

TWITTER: *#vss202p1*

Administration and Management of Online Programs

Room 304/305

Liz Pape, *Virtual High School Global Consortium*
Donna Vakili-Hutchison, *Connections Academy*

Roundtable discussion sessions and an expert panel will give participants the opportunity to discuss with experts in full-time and supplemental online programs the objectives, strategies, tactics, and promising practices around student support; teacher quality, support and management; content quality and learning outcomes; and program evaluation. This session will build upon the work of the *i*NACOL Promising Practices in Online Learning: Management and Operations of Online Programs publication.

TWITTER: *#vss304p1*

Blended/Hybrid Learning 101 — From Inception to Implementation

Grand Ballroom 4

Michael Horn, Heather Staker, *Innosight Institute*

Experts have noted that the majority of K-12 online learning in the United States is likely to happen in blended learning environments – and districts and charters are already responding and creating a variety of different models to personalize learning for students. This session will involve deep participant discussion to explore what blended learning looks like in the trenches. What is it? What are the different models of implementation? How do schools get started? How does one evaluate what tools – software and resources – to use when creating the model? Thought-provoking panels will include the experts, consultants and school personnel who are starting up and running blended learning programs.

TWITTER: *#vssGB4p1*

Evaluation in K-12 Online Learning

Room 308

Tom Clark, *TA Consulting*

This session is designed for those undertaking or planning to undertake evaluation activities in online learning programs for improvement or accountability purposes. Participants will learn from each other and from experienced administrators and evaluators. The morning will be structured around a series of small-group round tables led by evaluators and administrators on topics of interest to the participants in their virtual school roles. During the first round table session, participants will identify evaluation needs and formulate questions for their online learning program or that of a colleague. In the second, they will define outcomes and discuss how to measure results. In the third, they will discuss current topics of interest or those of their own choosing, such as which evaluation methods to use to answer specific questions, how to find and then work successfully with an external evaluator; and how to carry out evaluation research effectively in online schools. Participants will take with them brief strategies for undertaking evaluation activities in their own programs.

TWITTER: *#vss308p1*

Open Educational Resources Workshop

Room 209

Terri Rowenhorst, *Monterey Institute for Technology & Education*

Learn more about Open Educational Resources movement and what it means to you. Discover how adaptable, affordable, high-quality OER can enhance the curriculum in blended or online learning environments. Come explore sources for OER, discuss considerations in the adoption, adaptation and creation of open and sharable content, and learn from educators using OER to support institutional initiatives and enrich classroom instruction. Discover how you can be a part of it! (Attendees are encouraged to bring a laptop/netbook for hands-on activities.)

TWITTER: *#vss209p1*

Professional Development for Online and Blended Teachers: Identifying Successful Practices and Addressing Challenges

Room 302/303

Barbara Treacy, Kirsten Peterson, *Education Development Center*

In this session, online teachers and program leaders will discuss strategies, practices, issues and needs for professional development for online teachers, focusing on both initial professional development as well as ongoing professional development for online and blended teachers. Experienced online practitioners will share models and lessons learned in an interactive panel. Participants will also engage in several round table discussions to identify successful practices and address challenges online and blended teachers and programs face, and identify areas where the professional development needs of online and blended teachers may differ. Participants will review the *i*NACOL National Standards for Quality Online Teaching as a foundation for the session. Key takeaways from the session will be collected and shared.

TWITTER: *#vss302p1*

Best Practices for Online Teachers

Grand Ballroom 4

Kristin Kipp, *Jeffco's 21st Century Virtual Academy*

Award-winning National Online Teacher of the Year, Kristen Kipp, will lead this session designed for online teachers to share best practices from their online classrooms. Expert panels will include information on building community in the online learning environment and working with at-risk students online. Participants will have the opportunity to engage in round table discussions on current issues in online teaching including motivating students, differentiation, academic integrity, and assessment. All ideas will be grounded in the very best online teaching practices and research. Participants will leave with new ideas of how to improve and enrich the teaching in their program.

TWITTER: *#vssGB4p2*

Colloquium on Researching and Evaluating Blended Learning

Room 308

Susan Lowes, *Institute for Learning Technologies, Teachers College/Columbia University*
Cathy Cavanaugh, *University of Florida*

This session is designed as an opportunity for those who plan to undertake or supervise evaluation or research on blended education to share perspectives, to work together to build a common language, and to articulate the issues surrounding research and evaluation in this rapidly growing field. The afternoon will open with a discussion of the broad purposes of, and models for, K-12 blended learning, followed by a series of small-group round tables in which we will discuss the issues, challenges, and needs faced by those attempting to implement blended education, the key research questions that need to be addressed, the research and evaluation methods that are appropriate for these questions, and the data and knowledge management systems that can support this research. Participants will take with them examples of research and evaluation approaches specific to blended education, as well as promising questions for advancing practice through comparisons within and across models.

TWITTER: *#vss308p2*

Competency-Based Learning: A Planning Session on Conquering Tough Issues

Room 312

Chris Sturgis, *MetisNet*
Susan Patrick, *iNACOL*

The session is designed for education innovators currently working on competency-based learning to develop a set of field-building activities for the next 12-24 months. This half-day session is dedicated to practitioners and policymakers working on advancing competency-based learning educational systems. The Council of Chief State School Officers included performance-based learning as one of the six attributes of Next Generation Learning. It is a powerful concept that mutually reinforces personalized learning and anytime, anywhere innovations. Performance-based learning requires a new set of practices and policies that is riveted on student learning. There are many driving forces for advancing performance-based learning in the K-12 system including school improvement, turnarounds, the dropout crisis, credit recovery, multiple pathways and expansions in online and blended learning. The Common Core State Standards is also creating a unique opportunity to introduce performance-based approaches. From the recent *i*NACOL/CCSSO report, *It's Not A Matter of Time: Highlights of the Competency-Based Summit*, the following working definition for high quality competency-based approaches positions policy discussions for rich discussion on transforming the education system:

- Students advance upon mastery.
- Explicit and measurable learning objectives empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive rapid, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

This session will require attendees to be knowledgeable in the field to tackle two to three "tough issues" such as:

- Accountability for performance-based systems;
- Ensuring quality;
- Field-building needs;

- Protecting our efforts by making sure competency-based efforts in credit recovery and alternative education are of the highest quality.

Topics will be determined based on the interest of the participants. We will draw on our own knowledge and creativity to outline the potential benefits, risks and ways that we can draw on other efforts around the country to advance competency-based learning. The final product will be a short briefing paper that can be shared with others to advance our efforts.

TWITTER: *#vss312p2*

Learn Moodle! An Open Source Learning Management System

Room 314

Michelle Moore, *Remote-Learner*

Learn more about the features of Moodle and explore how this learning management system can be used to facilitate online and blended learning experiences for your students.

In this workshop, participants will first be introduced to the Moodle Philosophy and the many resources available through the Moodle Community. Then, participants will take a hands-on tour through a sample Moodle course and discuss the various tools and features available in Moodle. Along the way, the group will work together to brainstorm how Moodle's tools might be applied in participant's own schools and classrooms. The workshop will conclude with an introduction to the course creation interface and the skills needed to develop your own Moodle courses.

This workshop is designed as an introduction to Moodle's capabilities; to demonstrate what Moodle can do as opposed to being a complete, in-depth training session on how to build courses in Moodle. If you are new to Moodle or have only used a few tools, this workshop is sure to inspire you to build or improve on your own Moodle courses!

TWITTER: *#vss314p2*

New Learning Models — Mobile Learning, Game-Based Learning and School Turnarounds

Room 209

Mickey Revenaugh, *Connections Academy*
Julie Young, Pam Birtolo, *Florida Virtual School*

Kindergarten – 12th Grade New Learning Models: Discuss and explore mobile learning applications and benefits including the support of blended learning; discuss evolution of game-based learning including student experience, immersion, and content comprehension; discuss school turnaround initiatives and environments for students success in lower-achieving schools.

TWITTER: *#vss209p2*

Online Christian Education Association (OCEA) Symposium

General Session: Room 201; Break-out Sessions in Rooms 201, 206, 306, and 307

Brian Crouse, *Online Christian Education Association*

Join the Online Christian Education Association (OCEA) at their annual online Christian school symposium. This event is for brick-and-mortar and online schools alike. The mission of OCEA is to inspire, equip, and coach schools to new heights with the power of online education. Come learn from school leaders, curriculum developers, teachers and students how online education is enhancing Christian school ministries and their service to the community.

TWITTER: *#vss201p2*

State Virtual School Leaders Meeting

Room 302/303

Jamey Fitzpatrick, *Michigan Virtual School*
Cindy Hamblin, *Illinois Virtual School*

The State Virtual School leaders will be coming together for an afternoon of conversation and planning related to online learning. Current issues related to quality, growth, innovation and policy will be incorporated in the agenda. Participants will have the opportunity to engage in round table discussion to network with colleagues from other state virtual school programs.

TWITTER: *#vss302p2*

The Shared Learning Collaborative

Room 304/305

Kemi Jona, *Northwestern University*

The Shared Learning Collaborative (SLC) is a five-state consortium working to develop a common platform for delivery of next generation online and blended learning as well as improved data-driven decision making for parents, teachers, researchers, and administrators. Funded by the Gates Foundation, this effort has the potential to dramatically alter the current landscape of how schools and districts provide access to digital learning content, collaboration and sharing tools, and other resources to support online and blended learning.

With any transformative effort of the scale there come numerous opportunities as well as risks. This goal of the workshop is to help participants get a clearer picture of the planned shared learning infrastructure, how it will impact them, and what they can expect in the coming months and years.

This 4-hour workshop will consist of a series of speakers, panel discussions, and roundtables designed to provide participants with a highly informative and interactive format for learning about the current status and future plans for the SLC. Speakers include program officers from the Gates Foundation, state leadership from each of the consortium states, early adopter school district leaders, and members of the technical development team.

TWITTER: *#vss304p2*

Web 2.0 and Emerging Technologies for Online Learning

Room 205

Jeff Piontek, *Hawaii Technology Academy*
Steve Hargadon, *Blackboard, Inc.*

This interactive, hands-on session will focus on engaging topics in emerging technologies and programs where participants will learn how they can be directly applied in K-12 virtual teaching and learning. A group of experts currently implementing these programs will share experiences and expertise on how to start, maintain, and facilitate a creative and innovative program. Examples in areas such as gaming, social entrepreneurship, organizing a collaborative conference and using these tools in education to create an innovative and creative citizenry. Participants will have the opportunity to engage in hands-on activities with the tools presented and will spend time sharing knowledge, expertise and questions in roundtable discussions focused on emerging technologies such as Mobile Learning, Global Collaboration creating a new or innovative program.

TWITTER: *#vss205p2*

Members & Awards Meeting

Grand Ballroom 2/3

All *i*NACOL Members are invited to attend the *i*NACOL Annual Membership Meeting where we will be discussing *i*NACOL programs, membership services, updates and future plans. At the meeting we will be recognizing Kristin Kipp, 2011 National Online Teacher of the Year Award Winner, as endorsed by *i*NACOL and SREB. We will also be recognizing the third annual Online Learning Innovator award-winners. Awards will be presented in the following three categories:

1. *i*NACOL Research Award
2. Innovative Online Learning Practice Award
3. Outstanding Individual Contribution to K-12 Online Learning

Join us whether you are an *i*NACOL member or not!

*i*NACOL PRESIDENT'S WELCOME RECEPTION

Wednesday Evening
6:30PM to 8:30PM
JW Marriott Indianapolis
Exhibit Hall

*i*NACOL cordially invites you to enjoy the opening night President's Welcome Reception. Join us to socialize and network over Hors d'Oeuvres, fine cheeses, antipasto, dessert, wine and beverages.

Blackboard K-12 PEARSON

Welcome and Opening

Grand Ballrooms 5-10

Susan Patrick, *iNACOL President and CEO*

Susan Patrick will share her vision for transforming public education through online and blended learning. She will cover the latest trends, highlights from research, national and international initiatives on virtual schools and online and blended learning in K-12 education. This session will help policy makers, education leaders and practitioners understand a framework for online and blended learning. The broad goals for improving graduation rates, expanding access to high-quality education for all students, and personalizing learning for every student around competency-based pathways are all converging in policy and practice. Education innovators need to understand how these systems can work together to bolster individual student growth and redesign learning experiences through next generation learning approaches any time and everywhere. New solutions exist and understanding what works, what is next on the horizon, and how new solutions are emerging for K-12 education to help every child fulfill their potential through a world-class education will be highlighted throughout the session.

About Susan Patrick

Susan Patrick is the President and Chief Executive Officer of the International Association for K-12 Online Learning (*i*NACOL). *i*NACOL is the international K-12 nonprofit association representing the interests of practitioners, providers and students involved in online learning worldwide. She is the former Director of the Office of Educational Technology at the U.S. Department of Education. As Director, she published the U.S. National Education Technology Plan for Congress and managed research and technical assistance programs on educational technology. In addition, she co-chaired the federal government's Advanced Technologies Working Group for Education and Training; and served as a member of the Secretary's Rural Education Task Force.

In 2008, Susan Patrick was named by eSchool News, a leading national education technology journal, as one of the top 10 national education leaders who "have had a profound impact on educational technology" in the past decade for her work at *i*NACOL and at the U.S. Department of Education.

Prior, Patrick worked in Arizona on government technology policy and legislation under Governor Jane Dee Hull. She received the 2001 Governor's Spirit of Excellence Award. She is a former Site Director for Old Dominion University's TELETECHNET distance learning program.

Patrick holds a master's degree from the University of Southern California's Annenberg School for Communication in Los Angeles and a bachelor's degree from the Colorado College. Patrick was the first woman to play in the men's intramural football league at the Colorado College.

Susan Patrick has published articles and appeared in a variety of national news media such as CNN, Newsweek, USA Today, ABC News, NBC, CBS, US News and World Report, Christian Science Monitor, CSPAN, Computerworld, Forbes, National Public Radio, Education Week, New York Times, London Times, eSchool News, Converge, and numerous other publications.

Why Online Teaching Matters

Grand Ballrooms 5-10

Cindy Carbajal, *Master Teacher, Capistrano Connections Academy*

Kristin Kipp, *English Teacher, Jeffco's 21st Century Virtual Academy*

Jeff Pittman, *Science Teacher, Florida Virtual School*

Bonita Walker-Jones, *Co-founder V.O.I.S.E. Academy High School*

At the core of any successful online or blended learning program are quality online teachers. In this keynote panel session, four online teachers will share what it means to be an online teacher, reflect on how teaching online has improved their careers, and highlight the rewards and challenges of online learning. The panel represents a diverse set of online teaching experiences:

- Cindy Carbajal teaches at a full-time virtual charter school at the elementary level.
- Kristin Kipp, is the 2011 National Online Teacher of the Year and teaches at the high school level for a district online program that has full-time offerings for grades 9-12 and part-time offerings for grades 7-12.
- Jeff Pittman teaches at a state virtual school and also serves as a virtual learning lab teacher.
- Bonita Walker-Jones, is a co-founder of a district blended learning high school.

Despite the diversity of their online teaching experiences, you will hear common themes regarding the importance of the online teacher to the success of their program as well as the personal and professional rewards of being an online teacher.

About Cindy Carbajal

Cindy Carbajal, M.S. Instructional Design and Technology, has been learning and teaching online since 2005. She has experienced firsthand the growth of a virtual K-12 school and attributes the success to the individualization and accountability provided by technology, combined with expertise and care of excellent teachers. She has taught grades K-5 at Capistrano Connections Academy, a virtual public school in Southern California. In addition to teaching synchronous online lessons for 2nd-5th grades in math and language arts, including the Junior Great Books program for gifted students, she also helped establish the first ever 4th and 5th grade virtual science fair at Capistrano Connections Academy in 2010. As Master Teacher, Cindy also enjoys training and evaluating a team of teachers. She has also taught online for University of Phoenix since 2009, and wrote the content for the first course in the Virtual Teacher Certificate program at UC Irvine Extension. Cindy has presented in person and online for *i*NACOL, CUE, NAGC, and ASCD.

About Kristin Kipp

Kristin Kipp is an English teacher for Jeffco's 21st Century Virtual Academy in Golden, Colorado. She was named the 2011 National Online Teacher of the Year by the Southern Regional Educational Board (SREB) and the International Association for K-12 Online Learning (*i*NACOL). In the past she has taught eighth through twelfth grades, both virtually and in a face to face classroom. She currently teaches 10th and 12th grade English to full and part time students at Jeffco's Virtual Academy. As a part of the National Online Teacher of the Year award she has presented at webinars and conferences across the country, sharing best practices in teaching online. She lives in Evergreen, Colorado with her husband and three children. She blogs at http://www.educationfrontier.org.

About Jeff Pittman

Jeff Pittman has taught with the Florida Virtual School for the past 5 years. In addition to teaching biology, marine science, physical science, and 7th grade science he has served as a mentor to assist teachers in making the transition from a brick-and-mortar school to a virtual environment and he has created Flash animations for the online curriculum. In addition, Pittman is a Virtual Learning Lab teacher, splitting time between his home office and schools in Jacksonville, Lake City, Miami, and St. Petersburg.

Previously, Pittman taught for 10 years in Duval County. He coached basketball and flag football, taught dance class for the Boys and Girls Club and tutored students. During that time he also ran the Duval County school web development team, a program which hired students from the county and trained them on how to design and program custom websites for county schools.

Pittman has been teacher of the year at Edward H. White Senior High School and is a two-time 2nd runner up for regional teacher of the year.

About Bonita Walker-Jones

Bonita L. Walker-Jones is the co-founder of Virtual Opportunities Inside a School Environment (V.O.I.S.E.) Academy High School. V.O.I.S.E. is the first school to offer the blended-learning model in the Chicago Public School District. At V.O.I.S.E., her responsibilities are: Digital Curriculum Coordinator, Online Learning Specialist, Teacher Mentor, Instructional Leadership Team Member, and Master Teacher. Additionally, Bonita facilitates and authors online courses for Illinois Virtual Schools.

Walker-Jones started teaching the blended-learning model as a Cisco Networking teacher, using computer-based courseware in 1998. In 2001, Bonita piloted the first CPS-VHS classes. By 2004, she received accommodation for having the largest online-learning classroom in a public high school setting, where she helped hundreds of students graduate via online credit recovery classes.

Walker-Jones has a BS in Computer Science from Roosevelt University and a M.Ed. in Secondary Curriculum & Instruction from DePaul University. She received National Board Certification in Career & Technical Education in 2007.

8 Ways to Jumpstart Mobile Learning in Your Courses

White River Ballroom G, H

Kody Stimpson, *Idaho Digital Learning*

Mobile Learning is growing tremendously! This session will present eight ways you can enhance learning through mobile devices. A variety of tools & alternatives (some free) will be mentioned as well as tips for developing mobile content and taking advantage of the opportunities mobile learning provides. Participants will leave with a list of ideas and an understanding of several ways to jumpstart their courses into the exciting world of mobile learning.

101 201 301 E M H H→C

TRACK: *Mobile Learning*
TWITTER: *#vssWRGs1*

An International Perspective of K-12 Online Learning

Room 104

Allison Powell, *iNACOL*
Chantal Ounsworth, *Regina Catholic Learning Online*
Regina Brown, *The Value Added Research Center*

*i*NACOL is releasing a new study which focuses on K-12 online learning around the world. An overview of the updated *i*NACOL International Survey will be shared. Researchers in K-12 online learning will provide updates to the state of online learning for students around the globe. Attendees will have the opportunity to interact with the panelists and will leave the session with new ideas and perspectives in the areas of policy, funding, content, assessment, and professional development.

101 201 301 E M H H→C

TRACK: *Research and Evaluation*
TWITTER: *#vss104s1*

Beyond LMS Boundaries: Web 2.0 Enriching On-Line Learning and Assessment

Room 102

Barbara Moran, *Wilkes University*
Michele Gill, *Performance Learning Systems*

In the transition to online learning, excellent face-to-face teachers often ask "How can I do that online?" Great online courses elicit a better question: "How can I get these results in the classroom?" In this session we'll be presenting web 2.0 tools that allow teachers to supplement their online or classroom instruction with open source content, collaboration, and creativity tools available for free (or nearly) on the web. Leave with a list of resources and ideas to implement immediately.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Technology*
TWITTER: *#vss102s1*

Diamond Sponsor: Lincoln Interactive

Creating a Blended Learning Environment for Elementary Students

Room 209

Kellie Hamilton, *National Network of Digital Schools*

How can elementary students be engaged by online curriculum and how can a blended environment strengthen learning at this age level? This presentation strives to answer both questions by introducing Little Lincoln and proving the effectiveness of varied curriculum that uses the best of what technology has to offer in the classroom. The 21st century classroom can and should be a blended environment that prepares today's students for tomorrow's world.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 E

TWITTER: *#vss209s1*

Digital Learning Now: Blueprint for the Future

White River Ballroom I

Tom Vander Ark, *Getting Smart*
Deidre Finn, *Foundation for Excellence in Education*

Digital Learning Now! created a blueprint for the future with the 10 Elements of High Quality Digital Learning and its accompanying report in 2010. DLN has furthered this blueprint with the release of the state scorecard report released in October 2011. Education Reform experts and DLN supporters explain how states can improve and strategies for policy reform which all lead to every student as a digital learner.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vssWRIs1*

Easy as 1, 2, 3: A Primer on Using Open Education Resources to Create Lessons, Activities, and Courses

White River Ballroom J

Amy Pace, Amy Wadsworth, Ashley Webb, *Open High School of Utah*
David Wiley, *Brigham Young University*
DeLaina Tonks, Jennifer Klein, Michael Winslow, Sarah Weston, *Open High School of Utah*

Open High School of Utah has been creating and using OER as the basis of their courses for the past 3 years. With over 40 developed courses under their belt, Open High School has fine-tuned the process of identifying, structuring and creating a dynamic and engaging curriculum using Open Educational Resources. Come learn the basics of using OER to build lessons, activities and even entire courses for both online and blended learning. Walk away ready to build and share your own creations!

101 201 301 M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssWRJs1*

Fostering Quality in Digital Learning

Room 302/303

Bryan Hassel, *Public Impact*
Frederick M. Hess, *AEI*
John Watson, *Evergreen Education Group*

What can policymakers and education leaders do to ensure that digital learning doesn't just make teaching and learning different, but better? A panel of national experts will discuss how to construct public policies that provide incentives for quality in digital learning while supporting innovation and the transformation of the teaching profession. Presenters will draw from their chapters in a forthcoming book on digital learning from the Fordham Institute, funded by the Schwab Foundation.

101 201 301 E M H H→C

TRACK: *Quality*
TWITTER: *#vss302s1*

Growing a Quality Online Program

Grand Ballroom 2

Matt Waymack, Amy Waters, *Gwinnett County Online Campus*

Gwinnett Online Campus has delivered supplemental online courses successfully since 1999, and is implementing a full time 4-12 charter school in three phases. GOC will share keys to our success and lessons learned over 12 years regarding best practices in student support, our structured comprehensive counseling and academic coaching programs, effective communication, quality instructional strategies, and charter school implementation. Student perspectives will be included.

101 201 301 E M H

TRACK: *Quality*
TWITTER: *#vssGB2s1*

Personalizing Online Learning Through the Use of STEM Career Simulation Courses

Room 101

Matt Gehrett, *Fresno Pacific University*
Steve Waddell, *I Support Learning, Inc./Edmagineer*

Find out how to use STEM career simulation courses to personalize learning for your students. Many schools across the country are using Video Game Design and Cartoon Animation courses as two STEM electives to allow students to personalize their education. Discover the key pedagogical ingredients needed for engaging the digital native in STEM. Best practices will be shared. This type of curriculum has won the hearts, minds and hands of the online and blended learner.

(Contains Commercial Content)

101 201 H H→C

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vss101s1*

Playing Nice in the Sandbox: Creating Synergy Between Regional Online Programs

Room 205

Jo McClure, *Infinity Online*
Jon Fila, Jon Voss, *Northern Star Online*
Karen Johnson, *SOCRATES*

This session a panel will discuss two collaborative projects that regional online learning programs worked together on to realize greater efficiency, model effective practices and improve program outcomes. The projects included customizing a student information system designed for multiple programs to track student enrollment and engagement in courses and a hybrid professional development program to train teachers to develop digital learning units using OER for use in hybrid classrooms.

201 H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss205s1*

Rolling, Rolling, Rolling — Teacher Survival Techniques for Multiple Enrollment Models

Room 203/204

Christine Gregory, *Illinois Virtual School*
Jim Kinsella, *Sevenstar, Northwestern University, Illinois Virtual School*
Maria Gottschalk, *Illinois Virtual School*
Misty Mapes, *Teutopolis High School*
Sue Miller, *Shiloh High School*

The one room school house of the old west has been reincarnated. Online instructors today are often teaching multiple groups of students at once in rolling enrollment models, for multiple entities, or in multiple blended classes. Managing students online can be like herding cats! Online instructors will learn ready to use techniques to organize and manage student information, communication, and needs. Move 'em on, head 'em up count 'em out, ride 'em in Rawhide!

101 201 301 E M H H→C

TRACK: *Teaching Methods*
TWITTER: *#vss203s1*

San Antonio Independent School District Partners Program: Rethinking the Way We Do School for Overage Eighth Graders

Room 103

David Udovich, *San Antonio Independent School District*

Session will provide a roadmap from vision to implementation of an innovative, student-centric blended learning environment designed to address the academic, behavioral, and social needs of overage eighth graders with the goal of junior status within two years. Participants will walk away with a 21st century learning model focused on leadership, academic integrity, professional development, and accountability resulting in research-based outcomes.

101 201 M H

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vss103s1*

Starting an Online or Blended Learning Program — Key Issues for Beginners

Grand Ballroom 3

Chris Rapp, *Evergreen Education Group*

If you are considering how to implement online or blended learning, you have the opportunity to approach this endeavor in a smart, strategic way that makes sense for your district. In this session, we will review first order issues such as: stakeholder involvement, educational goals, targeted student groups, staffing, curriculum choices, administrative systems, student services, policies, and budgeting. Learn from successful models and access resources to help you build your own program.

101 M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vssGB3s1*

State Approval of Online Providers — Policy in Practice

Room 314

Leslie St. Pierre, *Digital Learning Department, Washington Office of Superintendent of Public Instruction*

Washington state requires most online course providers and online schools operating in the state to undergo a rigorous approval process to ensure that only quality providers receive state funding. Participants in this session will learn how the process and criteria were developed, how stakeholders have collaborated to improve the process, and about the successes and challenges in running a statewide approval process.

101 201 301 E M H

TRACK: *Advocacy*
TWITTER: *#vss314s1*

State Virtual Schools: YOUR Change Agent Capacity Building Service Providers for Schools of Tomorrow

Room 308

Butch Gemin, *Evergreen Education Group*
Cheryl Charlton, *Idaho Digital Learning*
Christina Clayton, *Georgia Virtual School*
Dawn Nordine, *Wisconsin Virtual School*
Jamey Fitzpatrick, *Michigan Virtual School*
Robert Currie, *Montana Digital Academy*

State Virtual Schools have been online learning pioneers for more than a decade, improving learning opportunities for students as key partners supporting the pressing needs of local school districts and other education stakeholders. A panel of state virtual school leaders will discuss the role their programs play as change agents to create services to meet the rapid changing demands including sustainability in the face of increasing budget pressures, legislative requirements, and competition.

(Presenters Include Exhibitors)

101 201 301 M H H→C

TRACK: *State Virtual Schools*
TWITTER: *#vss308s1*

The Curation and Creation Debate: The Future of Digital Learning

Grand Ballroom 1

Bryan Setser, *Open Education Solutions*
Eric Stine, *Blackboard, Inc.*
Myk Garn, *Southern Region Education Board*

As virtual schools grow and blended learning constructs are in greater demand, digital leaders face needs to contain cost and improve outcomes. Yet educators and policy makers alike struggle with restrictive models from previous generations that restrict agility in the acquisition, delivery and growth of new digital content models. Thus, this debate focuses on the convergence of fiscal limitations, political mood and public expectations for content and use and the tipping points ahead.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vssGB1s1*

The Emerging Leader Program: Developing Online Leaders

Grand Ballroom 4

Kathleen DePalma, *Florida Virtual School*

The Emerging Leader Program provides a systematic approach to developing online instructional leaders for FLVS. While this program is unique to FLVS, its format is one that could be replicated in other online environments where leaders directly supervise teachers. Presentation will highlight this program from the two different points of view, the coach and the coachee.

(Presenters Include Exhibitors)

201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vssGB4s1*

The Power of Evolutionary PD: Building a Successful Virtual Program Through Thoughtful Professional Development Planning

Room 309/310

Catherine Bunch, *EdisonLearning*
Holly A. Brzycki, *Capital Area Intermediate Unit*

This session will explore how to create a multi-year professional development plan that meets the specific needs of your program. Illustrated by the successful three academic years of central Pennsylvania's Capitol Area Online Learning Association (CAOLA). The session will exemplify a reproducible model on how CAOLA used the resources of the local education service agency (ESA) and vendors to a provide a regional cost effective, expertly run, professional development model to it's members.

(Presenters Include Exhibitors)

101 201 301 M H

TRACK: *Professional Development*
TWITTER: *#vss309s1*

Turnaround Schools — A Potential for Hybrid Solutions?

Room 304/305

Sajan George, *Matchbook Learning*

Race to the Top and School Improvement Grants are stimulating the marketplace for innovative solutions for turning around our nation's schools in the bottom 5% performing wise. Despite the political cover, funding and momentum being provided in every State for these kinds of school level turnarounds, hybrid and blended solutions are noticeably absent from this large potential marketplace. Should the hybrid & blended solution providers consider their models for school turnarounds?

201 E M H

TRACK: *New Learning Models*
TWITTER: *#vss304s1*

Virtual Classrooms That Accommodate All ~~dis~~ABILITIES

Room 201/202

Debbie Vincent, *Texas Virtual School Network*

The Texas Virtual School Network (TxVSN) set an expectation that all courses offered will be accessible as defined by 508, 504, and IDEA. We have now developed a tool that can be used to test our online courses. This course will demonstrate our tool and how we both determine a course meets the TxVSN Accessibility Guidelines and how we report those findings to our Providers.

101 201 301 E M H H→C

TRACK: *Special Populations*
TWITTER: *#vss201s1*

Algebra 1 — An Open Course: New Resources for New Approaches

White River Ballroom I

Gary Lopez, *Monterey Institute for Technology and Education*
Terri Rowenhorst, *National Repository of Online Courses*

Discover how open educational resources for mathematics are being incorporated into new models of instruction in blended, online and face-to-face environments. Take a tour of the media-rich curriculum and hear about the experiences of early pilot sites who are adapting the content for different types of learners in a variety of settings — from credit recovery, to independent study, to first time algebra learners.

(Presenters Include Exhibitors)

101 H H→C

TRACK: *Teaching Methods*
TWITTER: *#vssWRIs2*

An Approach to K-20 Online Learning: Mining for Access, Opportunity, and Acceptance in the Treasure State

Room 205

Robert Currie, *Montana Digital Academy*
Roberta Evans, *The University of Montana*

The Montana Digital Academy (MTDA), the College of Education at The University of Montana and the Montana Office of Public Instruction are partnering to develop a continuum of K-20 online programming designed to serve the unique educational student needs in this large, geographically diverse frontier state. MTDA has rapidly become one of the fastest growing online schools in the U.S. Join the UM-MTDA-OPI team for an engaging look at the challenges of constructing a K-20 online learning program.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss205s2*

Breaking Free: A Picture of Learning in the Mobile Age

Grand Ballroom 1

Julie Young, *Florida Virtual School*

The lines of distinction between online, mobile, blended & computer-based learning are fading. What does this mean for education? What will school look like when students can literally carry their learning with them on a cell phone? Polices around competency-based learning are also on the rise. Learning is becoming less linear, more discovery & interest-based & more student-initiated. Join Julie Young, President & CEO of Florida Virtual School, for a first-hand look into future learning trends.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Mobile Learning*
TWITTER: *#vssGB1s2*

Building Scalable Teacher Online Professional Development Programs

Grand Ballroom 2

Barbara Treacy, *EDC/EdTech Leaders Online*
Bob Fortney, *Kentucky Department of Education*
Ross White, *NCVPS*

Learn about an innovative 10 state collaboration funded by the US Department of Education to build state-wide online teacher professional development programs aligned to specific needs and goals in each state (AL, DE, KY, MD, MS, MO, NH, NC, PA and WV). Educators learned to facilitate and design online courses for teachers, which were delivered to teachers in each state, and shared across states. Experimental research showed significant impact of online courses on content, pedagogy and student learning.

101 201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vssGB2s2*

Culturally Responsive Online Programs

Room 101

Andrew Miller, *Miller Educational Consulting, LLC*
David Glick, *David B. Glick & Associates, LLC*

Through culturally responsive teaching, multiple learning modes and targeted programs, virtual schools have the potential to be much more effective than traditional schools at reaching minority and disenfranchised student populations. This session will address both instructional and managerial issues that will increase your program's effectiveness with all students.

101 201 301 E M H H→C

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vss101s2*

Curriculum for an On-line Hybrid Game Creation STEM Workshop

Room 309/310

Carlos R. Morales, *eAcademicBooks, LLC*

This presentation discusses the curriculum of GameConstructors, a unique hybrid (live & online), game creation workshop aimed at increasing interest and ability among 6th –12th grade students in STEM. Students learn to make video games along side of college professors and industry professionals, and work in a multi-disciplinary teams to develop a multiplatform video game (PC, Xbox, iPhone). Topics addressed: curriculum development, assessment, application of instructional design.

101 M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss309s2*

Digital High School, Colorado Springs School District 11 Credit Recovery Program

Room 103

Marcia Case, *Digital High School*

Due to a declining graduation rate in School District 11 in Colorado Springs, the Digital High School was constructed in 2003. Now in the ninth year of existence, the Digital School functions as the primary credit recovery program in School District 11. Over 500 students are served each year and the graduates produced by the program have contributed to a 13% increase in our district's graduation rate.

201 H

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vss103s2*

EdSteps: A New Approach to Assessing a Continuum of Learning

Room 308

Kirsten Taylor, Margaret Millar, *Council of Chief State School Officers*

EdSteps is an initiative led by the Council of Chief State School Officers to assess skills like writing, global competence, problem solving, creativity and analyzing information by looking at student work samples.

101 201 301 E M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss308s2*

Growth Doesn't Just Happen, You Plan for It!

Room 201/202

Amanda Williamson, Johnice McRae, *Georgia Virtual School*

Plan for Growth! Come hear how Georgia Virtual School went from serving a couple hundred to thousands of students across the state by implementing online, blended and shared resources in a well-planned, systematic approach to meet the needs of all students. Growth too fast can kill a program, but using innovative instructional practices, organized data and a few creative ideas can ensure staying power and growing power to take your program to the next level.

101 201 E M H

TRACK: *State Virtual Schools*
TWITTER: *#vss201s2*

How Virtual Guidance Counseling Meets the "College and Career Readiness" Challenge

Grand Ballroom 3

Cheryl Handwerker, *Commonwealth Connections Academy*
Students and Parents
Tisha Green Rinker, *Connections Academy, LLC*

Today's emphasis on college and career readiness means new challenges for school guidance counselors. Guidance counselors working in online learning are adopting innovative tools and techniques. In this session, attendees will hear first-hand from cutting-edge school counselors about specific online strategies and curriculum for 21st century guidance. Participants will explore how online counseling strategies can be leveraged to help students in brick-and-mortar and blended learning environments.

(Presenters Include Exhibitors)

101 201 301 H H→C

TRACK: *Special Populations*
TWITTER: *#vssGB3s2*

*i*NACOL National Standards for Online Courses and Teaching Refresh Projects

White River Ballroom J

Brian Bridges, *California Learning Resource Network*
Brent Bakken, *Texas Virtual School Network*
Barbara Treacy, *EDC/EdTech Leaders Online*
Allison Powell, *iNACOL*

The National Standards of Quality for Online Courses and Online Teaching have undergone a complete refresh. Preview the newly updated online course and teaching standards, which now include reviewer considerations. Discover the features reviewers should observe to validate each criterion. Walk away with a good understanding of the quality standards and a copy of the *i*NACOL document. The refresh committee chairs are presenting and will be taking questions.

101 201 301 E M H

TRACK: *Quality*
TWITTER: *#vssWRJs2*

Incorporating Interactive and Engaging Content into your Online and Blended Courses

Room 203/204

Bruce Friend, Deborah Gray, *SAS Institute*

The use of digital content in online and blended courses is an effective way to make the learning experience more relevant, engaging, and fun for students and teachers. However, interfacing with online content that lacks interaction and generally over relies on traditional text-based resources is not attractive to students. We will explore award-winning, freely available, digital content that will make both traditional and online course environments truly engaging to students.

(Presenters Include Exhibitors)

101 201 301 M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss203s2*

It's a Small World After All: Creating Opportunities for Global Engagement through Online Learning

Room 302/303

Denise Perrault, *International Baccalaureate*
Edward Lawless, *Pamoja Education*

Are you interested in going global? This session shares the lessons learned by the International Baccalaureate and Pamoja Education in meeting the unique challenges of delivering two-year, online courses to a global cohort. Results of independent research and the lived experiences of participating stakeholders will highlight the successes and the challenges of the virtual, global learning environment.

(Contains Commercial Content)

101 201 301 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss302s2*

Marketing Your Virtual School: An Action Plan for Success

Grand Ballroom 4

Linda Frederickson, *Michigan Virtual University*

Come explore creative ways to apply marketing principles and practices to compete successfully in today's business climate. This interactive session will analyze the segments of a solid plan, engage the audience through participation in developing strategies and look at real applications in the marketplace. The correlation between marketing and sales is emphasized to maximize customer relations and achieve goals. You'll take away a template marketing plan and timeline and new ideas for immediate use!

(**Presenters Include Exhibitors**)

101 201 301 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vssGB4s2*

Not Your Father's eBook: Gateways to Blended Learning for Traditional K-12s

Room 314

Hall Davidson, *Discovery Education*

For generations, students lived with textbooks with print DNA: linear, undifferentiated, non-dynamic. New "techbooks" arrive with cloud-based media DNA: fluid, differentiated, embedded and rich as the web. Assessments and simulations connect organically to material. Blended education may grow faster with these supplemental resources as data from bricks and mortar adoptions track positive. This is not your father's ebook!

101 201 301 E M H

TRACK: *Technology*
TWITTER: *#vss314s2*

Online Professional Development in Illinois (IVS-PD): A Unique Partnership

Room 102

Cindy Hamblin, Danielle Brush Lewis, *Illinois Virtual School*

Illinois Virtual School (IVS) is in its second year of delivering online Professional Development (PD) opportunities to educators in the state of Illinois. Our mission is to provide our state and regional educational partners with a robust online platform in which to design and develop PD courses for educators. This presentation will offer insight into elements of our partnership agreement; share platform customizations; and demonstrate unique features of online courses currently offered.

201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vss102s2*

Recipe for Success: Blended Learning School Models

White River Ballroom G,H

Anthony Kim, *Ed Elements*

We will talk about 3 basic blended learning school models, review examples of models that have been implemented, and talk about the process in creating your own blended learning model.

101 201 E M H

TRACK: *New Learning Models*
TWITTER: *#vssWRGs2*

Continuing Education Units for VSS

Virginia Commonwealth University and *i*NACOL have partnered again to offer Continuing Education Units (CEU) for attending the Virtual School Symposium (VSS). Continuing Education Units are a measure used in professional development programs, particularly those required in a licensed profession such as teaching, in order for the professional to maintain the license. A CEU is defined as ten hours of participation in a recognized continuing education program, such as VSS.

For VSS attendees wishing to earn 3 CEUs during the VSS conference, please sign up at the VSS Conference Registration Desk. There will be a $25 fee for processing the credits which can be paid by check or credit card (no cash). At the conclusion of the conference, a written assignment reflecting on your experience at VSS will be required. Please contact Allison Powell at apowell@inacol.org with any questions you may have.

The Federal and National Education Policy Landscape

Room 304/305

Reg Leichty, *EducationCounsel*

This session will feature an insiders look at the swiftly evolving federal and national education policy landscape and the implications these trends will have for online learning. The presentation will include updates on re-authorization of the ESEA, the U.S. Department of Education's NCLB waiver strategy, the FY12 education budget process, and key national developments including Common Core Standards implementation and development of next generation assessment/accountability systems.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss304s2*

Diamond Sponsor: K12 Inc.

The High School E-Learning Lab (ELab): Redefining, Personalizing, and Increasing Success in High School

Room 209

Jan Streich, Scott Baker, *Spotsylvania County Public Schools*

Students require individualized learning options, and districts have identified innovative tactics to address diverse student needs. Whether students are at-risk of failing or need more advanced course work, online courses can supplement a district's offerings and provide resources for all students. K12 Inc. and Spotsylvania County Public Schools (VA) discuss how a blended learning program resulted in improved on-time graduation rates, semester course enrollment, and student efficacy.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 H

TWITTER: *#vss209s2*

Towards the Development of a Real-Time Decision Support System for Online Learning, Teaching and Administration

Room 104

Jui-Long Hung, Kerry Rice, Yu-Chang Hsu, *Department of Educational Technology, Boise State University*

Findings from a series of data mining studies that support the design and development of an educational Decision Support System (DSS) will be shared. The outcomes from this research can be used to: 1) inform statewide and/or nationwide data decision-making models for all online programs, 2) apply similar systems to brick-and-mortar environments that incorporate any form of online or blended instruction, 3) link the effectiveness of online teacher PD to student outcomes.

(Presenters Include Exhibitors)

201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss104s2*

State Leadership Transformation: Next Generation Learning and Reform

Grand Ballrooms 5-10

Gene Wilhoit, *Executive Director, Council of Chief State School Officers*

Steve Midgley, *Deputy Director of Education Technology, US Department of Education*

This expert panel will cover leadership from the state and federal level to drive transformation and explore the future of education and systems change. Gene Wilhoit's keynote presentation is titled, State Leadership toward Transformation: Next Generation Learning and Reform, and will discuss how states are engaging in transformative leadership to open policy for next generation learning, how the Common Core will help drive transformation toward performance-based learning and multi-state initiatives for collaboration. Steve Midgely will discuss the federal perspective and cover his work on the Learning Registry – How to Find and Use More Resources for Digital Learning. The future of digital content, open educational resources and user-generated content as well as high-quality third party content are part of a systemic shift toward personalizing learning for every student. The systems to support large scale change will be examined. Susan Patrick will moderate the session and engage in a lively discussion with the panelists.

About Gene Wilhoit

Gene Wilhoit assumed his role as executive director of the Council of Chief State School Officers (CCSSO) in November of 2006 having spent his entire professional career serving education at the local, state, and national levels. Gene began his career as a social studies teacher in Ohio and Indiana. He served as a program director in the Indiana Department of Education, an administrator in Kanawha County West Virginia, and a special assistant in the U.S. Department of Education before assuming the position of executive director of the National Association of State Boards of Education (NASBE), which he held 1986–1993.

From 1994 to 2006, Gene led two state education agencies, as director of the Arkansas Department of Education and as deputy commissioner and commissioner of the Kentucky Department of Education. In those positions, he shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs, and reorganized state agencies to focus on service and support.

Gene holds a Bachelor of Arts degree in history and economics from Georgetown College and a master's in teaching, political science, and economics from Indiana University, Bloomington. Wilhoit has also studied education administration at the West Virginia College of Graduate Studies. He is a member of numerous education organizations, has served on national and state commissions, and has written and spoken on a variety of education issues.

About Steve Midgley

Steve Midgley is the Deputy Director of Education Technology at the US Department of Education. His principal areas of focus are data transparency, digital interoperability and online learning. Prior to arriving at the US Department of Education, he was the Director of Education at the FCC, where he headed the team which developed the Education chapter of the National Broadband Plan. Prior to government service he was the principal of Mixrun, a CTO consultancy for a number of for-profit and education sector organizations. Mixrun's clients included California Department of Education's project called Brokers of Expertise, which uses on-line and real world systems to share and build the expertise of educators. Steve also served as a Program Manager for the Stupski Foundation for six years, designing and implementing grants for technology in K-12 education. This work involved intensive on-the-ground implementation work with District and State agencies around country. In the 90's, Steve was the founding Vice President of Engineering for LoopNet, Inc., a commercial real estate listing firm. He designed and built LoopNet's technology and web systems from its inception. LoopNet remains a successful business and is currently listed on NASDAQ.

3D Immersive Game Based Online/Mobile Modular Course Development

White River Ballroom I

Jake Crane, Paul Ash, *Aten Intelligent Educational Systems, Inc.*
Rick Raymer, *NC BioNetwork*
Thomas K Vaidhyan, *Aten Intelligent Educational Systems, Inc.*

Drag, Drop, Create, Publish your own 3D Immersive game based, self paced common core course modules that use an engaging gaming environment with contextual, experiential & challenge based learning, with students taking on various roles of Scientists, Data Analysts etc. With embedded formative, adaptive & customizable diagnostic assessments, our free online tool enables teachers to create similar 3D learning environments that encourages multiple attempts at success along competency based pathways.

101 201 301 E M H H→C

TRACK: *Mobile Learning*
TWITTER: *#vssWRIs3*

A New Perspective on Technology: Changing the Rules to the Game of School

Grand Ballroom 3

Brandt Redd, *Bill and Melinda Gates Foundation*

The Senior Technology Officer in Education for the Bill & Melinda Gates Foundation will provide a new perspective on how technologies enable positive changes to simultaneously make school more fun and increase learning achievement. The current rules for school are designed around scarcity of teacher time and material resources. Learning maps, abundant assessment and feedback loops are three remedies that can free teacher time for more personalized learning.

101 201 301 M H H→C

TRACK: *Technology*
TWITTER: *#vssGB3s3*

An Open Conversation about an Open Source Content Management System and Open Source Learning Tools

Room 205

Michele Messenger, *mem etc.*

Year one, the switch was made. Year two, a major upgrade to 2.0. How to not only stay sane but stay ahead and use what Moodle has to offer for administration and management of online programs. Also learn what open source learning tools work with Moodle without the extra "pay to use" modules.

101 201 E M H

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss205s3*

Diamond Sponsor: Advanced Academics, Inc.

By the Numbers: Effective Use of Data Analytics to Drive Improved Student Performance and Intervention

Room 209

Gary Crary, Nancy Ballentine, *Advanced Academics, Inc.*

The timeless adage, "What gets measured, gets done," is proving true in online learning. This session details powerful examples of using student and school performance data analytics to ensure positive student outcomes in online learning. Further, the program will describe how an effective intervention model can be employed to drive engagement and performance improvement. This interactive program will utilize actual program data to showcase effective ways you can implement a data-driven online learning program.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 E M H H→C

TWITTER: *#vss209s3*

Common Core State Standards

Grand Ballroom 1

Kirsten Taylor, Margaret Millar, *Council of Chief State School Officers*

A discussion on the work of state education agencies to implement the Common Core State Standards in English Language Arts and Mathematics and what other organizations can do to support implementation with fidelity.

101 201 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vssGB1s3*

Complete Versatility: Online and Blended Learning in a 1:1 High School Environment

Room 302/303

Christopher Harrington, *Bridges Virtual Education Services*
Rebecca Kelly, *Quakertown Community School District*

Discussion in this session will include the development of the Quakertown Community School District in-house virtual education program, the high school one-to-one netbook initiative, and the expansion of online and blended learning for all high school students. Emphasis will be placed on the utilization of online, blended, and face-to-face learning environments to create a versatile high school experience within a fully implemented standards-based curriculum.

101 201 301 H

TRACK: *Professional Development*
TWITTER: *#vss302s3*

$(CR)^2$: From Credit Recovery to Content Recovery

Room 101

Denise Pierce, Donna Henry, Lori Doering, Lori Rapp, *Lewisville ISD*

This session will examine the credit recovery journey in a large school district serving 50,000 plus students. The presentation will explore customization of online content for alignment to district curriculum, lessons learned, and the exploration of a content recovery approach. Participants will learn concrete examples of content-specific approaches utilizing online learning for credit recovery. In addition multiple approaches for scheduling recovery opportunities will be addressed.

101 201 301 H

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vss101s3*

Current Research on Developing Effective Teachers for Online and Blended Learning

Grand Ballroom 4

Kathryn Kennedy, *Georgia Southern University*
Leanna Archambault, *Arizona State University*
Meredith DiPietro, *UNC-Charlotte*
Michael Barbour, *Wayne State University*
Susan Lowes, *Institute for Learning Technologies, Teachers College/Columbia University*

Michael Barbour will survey the dominant models that universities are using to prepare teachers for online teaching; Leanna Archambault and Kathryn Kennedy will present findings from a survey of virtual school and teacher education partnerships that are preparing pre-service teachers through field experiences; and Meredith DiPietro will discuss a cross-case analysis of data from state-led virtual school teachers and present a professional development framework based on this work.

101 201 301 E M H H→C

TRACK: *Research and Evaluation*
TWITTER: *#vssGB4s3*

Good Stewardship and the Promotion of Quality and Innovation in Online and Blended Charter School Authorizing

Room 102

Joe Ableidinger, *Public Impact*
Alex Medler, *National Association of Charter School Authorizers*
Bryan Hassel, *Public Impact*
Margaret Lin, *Margaret Lin Consulting*
Paul T. O'Neill, *Tugboat Education Services*

Online and blended charter schools present unique challenges for authorizers, but few best practices for authorizing these schools have emerged. The National Association of Charter School Authorizers (NACSA) has engaged a group of nationally-recognized experts to review online and blended charter authorizing practices and make recommendations to authorizers. In this session, the expert panel will discuss findings and recommendations, as well as model statutory language.

101 201 301 E M H H→C

TRACK: *Quality*
TWITTER: *#vss102s3*

Inducting New Hires — Transitioning Brick and Mortar Practitioners for Success in the Online Environment

Room 304/305

Christine Gregory, Danielle Lewis, *Illinois Virtual School*
Jan Leonard, *Two Rivers Professional Development Center*
Jim Kinsella, *Sevenstar, Northwestern University, Illinois Virtual School*
Maria Gottschalk, Trisha Crull, *Illinois Virtual School*

K-12 Online Learning is a young field. As a result, there are not enough qualified applicants with the skills to meet the demand. This session for administrators will address how virtual schools can induct, develop and support brick and mortar experts transitioning into the online field. The strategies presented will smoothly transition your new teachers, web designers, content designers, support staff and administrators into the successful online practitioners necessary for any online program.

201 301 E M H H→C

TRACK: *State Virtual Schools*
TWITTER: *#vss304s3*

iPad Textbook in an Online Course

Room 203/204

Cheri Kelleher, *Virtual Virginia, Virginia Department of Education*

This session will provide an overview to Virtual Virginia's pilot use of Inkling's Raven Biology Textbook iPad App for students taking AP Biology. The app replicates the hard copy version of the textbook's content, with some added features. Images can be enlarged and manipulated for 3D effects. Analysis questions can provide immediate responses, and the review is encapsulated. Students can "follow" their instructor's notes in the margins and highlight information on their own.

101 201 301 E M H

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss203s3*

Keeping Pace with K12 Online Learning: Presentation

White River Ballroom G,H

John Watson, *Evergreen Education Group*
Andy Frost, *PLATO Learning*
Andy Scantland, *Advanced Academics, Inc.*
Jamey Fitzpatrick, *Michigan Virtual University*
Liz Pape, *Virtual High School Global Consortium*

Keeping Pace tracks the latest in online and blended learning policy and practice developments across all 50 states. The *Keeping Pace* presentation will discuss key findings of the 2011 report, including those related to blended learning, online charter school, district programs, and state virtual schools. The presentation will lead in to a panel discussion in which *Keeping Pace* sponsors will discuss implications of the findings with the audience.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vssWRGs3*

Motivating and Engaging Students by Integrating Web 2.0 and Open Education Resources in the On-Line Language Arts Classroom

Room 314

Mary L. Cureton Noll, Megan Amyot Trimble, *Insight School of Kansas*

Imagine a dynamic English/Language Arts classroom, filled with motivated and enthusiastic learners eager to achieve success on even the most challenging assignments. Now, imagine this is your virtual classroom. By integrating student-tested/teacher-approved Web 2.0 tools and applications into their lessons, teachers can enhance synchronous sessions and arm their students with an arsenal of fun and effective strategies for tackling the increasing number of variated course assessment challenges.

101 201 H H→C

TRACK: *Teaching Methods*
TWITTER: *#vss314s3*

Moving Toward a New Model of Attendance and Truancy

Room 103

Stacy Bender, *Minnesota Virtual High School*

Truancy and attendance laws exist in order to support graduation rates, but they do not seem to apply to online students. Should online schools ignore the laws? Do we enforce laws that do not seem to apply directly to our students? Do they apply to any students anymore? This session will provide a model of a promising practice that online schools in Minnesota have adopted. Those planning to attend are asked to bring their attendance policy and procedures to share in the discussion.

201 301 E M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss103s3*

Multimedia Tour of Six K-12 Blended–Learning Models

Grand Ballroom 2

Alex Hernandez, *Charter School Growth Fund*
Heather Staker, *Innosight Institute*
Katherine Mackey, *Innosight Institute*

How does blended learning look and feel? What is the classroom architecture of the future? Researchers from Innosight Institute (Disrupting Class) and Charter School Growth Fund present new findings about six blended-learning models that are emerging in K-12 education. Tour these models up close through a photo and video presentation featuring a sample of blended-learning programs across the country.

101 201 301 E M H

TRACK: *New Learning Models*
TWITTER: *#vssGB2s3*

Nahshon — Virtual Mentoring Promoting Academic Excellence in the Periphery

Room 308

Gila Ben Har, Guy Levi, *Center for Educational Technology (CET)*

Nahshon is a virtual mentoring initiative developed by the Center for Educational Technology (CET), Israel's largest educational NGO. Nahshon employs university students to tutor pupils from the periphery using online learning technologies. The tutors guide the pupils to attain high scores in the matriculation exams in STEM. The presentation will offer insight into all elements of the program including tutor's recruitment and PD, implementation of interactive digital content and much more.

201 301 H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss308s3*

Online School and Service Learning: A Perfect Blend

White River Ballroom J

Heather Frick, Ian Jones, Patty Martin, *Provost Academy Colorado*

Online schools provide an excellent opportunity for students to connect with much larger issues on a local and global scale. Without traditional constraints, online environment provide students flexibility to examine and solve community problems. Service learning provides students an opportunity to analyze the world around them, explore careers, and discover untapped target markets. Come see how one school has integrated service learning into the school mission,culture, and curriculum!

101 201 301 E M H

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vssWRJs3*

Providing Special Education Services in a Virtual Setting

Room 201/202

Kathy Mehl, Lori Newby, *Lawrence Virtual School*

This presentation will demonstrate how e-learning can best serve students with disabilities through adaptive technologies, individualized programming, and innovative instruction. A detailed examination of a successful K-8th grade virtual special education model will be discussed. In addition, examples of online adaptive special education instruction will be provided via recordings of instructor interactions with online students.

101 201 E M

TRACK: *Special Populations*
TWITTER: *#vss201s3*

Students' Vision, Parents' Choice, Educators' Reality: Are We on the Same Page?

Room 309/310

Julie Evans, *Project Tomorrow*

Today's students have a clear vision for online learning that is un-tethered, social-based and digitally-rich. Their parents are starting to buy-in to the value proposition of online learning, and educators faced with tight budgets and increased demands are increasingly interested in online learning solutions. In this lively panel discussion, students, parents and educators will reveal their un-filtered aspirations for online learning and we will examine if we truly have a shared vision.

101 201 301 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss309s3*

The Empowered School Leader

Room 104

Colleen Worrell, *Virtual High School, Inc.*

Research on blended and online learning focuses largely on student and teacher roles in the learning process. However, successful initiatives need supportive school leaders who both model and develop 21st century competencies in teachers and students. This session will (1) outline the qualities of empowered leadership, (2) provide concrete steps for administrator training, and (3) share proven strategies for evaluating quality online/blended teaching and learning.

101 201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vss104s3*

A Day in the Life of an Online Teacher: High Quality Lessons From the 2011 National Online Teacher of the Year

Grand Ballroom 1

Kristin Kipp, *Jeffco's 21st Century Virtual Academy*

Teaching online can be incredibly rewarding as well as incredibly challenging. In this session, SREB/*i*NACOL National Online Teacher of the Year Kristin Kipp will reflect on the many challenges of teaching online and work with the audience to brainstorm solutions to sticky issues such as: ensuring academic integrity, working with at-risk students, staying organized, and creating a classroom community in a virtual environment.

101 201 M H

TRACK: *Teaching Methods*
TWITTER: *#vssGB1s4*

Accreditation and *i*NACOL Quality Program Standards: What Program Leaders Need to Know

Room 309/310

Kenneth D. Kastle, *Middle States Association of Colleges and Schools*
Liz Pape, *Virtual High School Global Consortium*
Molly Rumsey, *Harpeth Hall School*

Online program leaders were recently invited to participate in a Middle States Commission on Secondary Schools accreditation visit to a full-time online school. Join the team co-chairs and a team member as they discuss the critical elements that must be addressed during an accreditation peer review visit and how meeting the *i*NACOL Quality Program Standards can support a successful accreditation process for online programs.

201 301 E M H H→C

TRACK: *Quality*
TWITTER: *#vss309s4*

Beyond Funding Challenges — Opportunities, Trends and Legislation from 2011

Room 304/305

Lisa Gillis, *Integrated Educational Strategies*

While funding challenges dominated the headlines, 2011 proved to be an exciting year for online learning initiatives in statehouses across our nation. Your *i*NACOL Advocacy and Issues Committee was on the front lines defending online education and supporting advocacy initiatives to create new opportunities. Join members of the committee in an engaging discussion on current issues. Learn key advocacy techniques and how to effectively make your voice count.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss304s4*

Blended Learning Through a Gifted Lens

White River Ballroom I

Elfi Sanderson, *Center for Talent Development*

The enormous growth of online learning, combined with the current economic situation, has prompted many schools to cut gifted programming and turn to online programs to fill the gap. But how can schools ensure that these programs are a good match and have the support needed for student success? Input from school administrators, as well as direct experiences facilitating the integration of a supplemental online program for gifted students in school settings will be shared. Join the discussion!

101 201 E M H

TRACK: *Special Populations*
TWITTER: *#vssWRIs4*

Building Strong Leaders with Online Professional Development

Room 201/202

Barbara Treacy, *EDC/EdTech Leaders Online*
Bob Farrace, *National Association of Secondary School Principals*
Leinda Peterman, *Education Development Center, EdTech Leaders Online*

The National Association of Secondary School Principals (NASSP) has embarked on an ambitious path to expand their highly effective training for school principals by providing it an online format, working in partnership with Education Development Center who helped them develop capacity to facilitate and design online professional development. Learn about the process to transition to online professional development for school leaders and explore the Breaking Ranks: Leading Change course.

101 201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vss201s4*

Canada: Ontario's Provincial eLearning Strategy — A Consortium Approach

Room 308

Alison Slack, *Ontario eLearning Consortium*
David MacDonald, Frank Hummell, Laurie Marshall, Matthew Robinson, *Upper Canada District School Board*

This workshop will showcase the unique approach that the Ontario eLearning Consortium (OeLC) has taken to implement the Ontario government's K-12 eLearning strategy. The OeLC consists of 20 Ontario school boards collaborating to share promising practices, training, resources and advocacy. Through a shared registration system, students of member boards can enrol free in elearning courses offered by other member boards, ensuring that students have increased access to elearning opportunities.

101 201 301 H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss308s4*

Current Research on Online and Blended Learning to Meet Student Needs

Grand Ballroom 4

Cathy Cavanaugh, *University of Florida*
Kevin Oliver, *North Carolina State University*
Susan Lowes, *Institute for Learning Technologies, Teachers College/Columbia University*

On this panel, Cathy Cavanaugh will discuss research on supporting online students with disabilities and their teachers using strategies for drop-out prevention; Kevin Oliver will discuss the development, implementation, and evaluation of two blended courses whose goal is to increase access to STEM courses in underserved districts; and Susan Lowes will present the results of ongoing research into strategies for increasing student-student interaction and collaboration in virtual classrooms.

101 201 301 E M H H→C

TRACK: *Research and Evaluation*
TWITTER: *#vssGB4s4*

Digital Content Strategies for Online and Blended Learning

Grand Ballroom 2

Mark Luetzelschwab, *Agilix Labs, Inc.*

Digital content is instrumental for online and blended programs but can be confusing, difficult and expensive. This session reviews strategies for blending "build" and "buy" with 1) Licensed, 2) Open; 3) Organization-Created, and 4) Teacher-Created resources. It includes pros and cons of OER strategies, a review of the USDOE's Learning Registry project (by one of its advisors), new "meta-indices", and real-life examples of digital content deployments in virtual and blended environments.

(Presenters Include Exhibitors)

101 201 E M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssGB2s4*

Empowerment for Academic Success

Room 101

Kim Hendrick, Ronda Eshleman,
CIESC / Indiana Online Academy

Developing school partnerships, engaging students, parental involvement and constant teacher communication all play an important role in student success. This presentation will demonstrate how each of these components empower schools, students, parents and teachers to ensure academic success. A panel discussion will be presented with a school administrator, a student, a parent and an online teacher. The discussion will be facilitated by the Indiana Online Academy.

101 201 H

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vss101s4*

Engaging and Motivating Students Online in STEM Using 3D Immersive Virtual Learning Environments

Room 102

Augustine Chandy, *London School of Management & Sciences*
Rick Raymer, *NC BioNetwork*
Thomas K. Vaidhyan, *Aten Intelligent Educational Systems, Inc.*

Motivating students using 3D Immersive game based, STEM Specialized common core course modules in engaging gaming environments with contextual and experiential learning along competency based pathways. Students take on roles of Scientists, Biologists, Geologists, Data Analysts etc in solving some of the grand challenges in engineering/health. Embedded formative, adaptive & diagnostic assessments, provides real time data for a next generation personalized learning experience.

101 201 301 E M H H→C

TRACK: *New Learning Models*
TWITTER: *#vss102s4*

Diamond Sponsor: Pearson

How to Ensure Quality in Your Digital Learning Program

Room 209

Mickey Revenaugh, *Connections Learning*
Todd Hitchcock, *Pearson*

There are many ways to bring online/blended learning to your school or district, but not all of them are created equal. In this session you'll hear from Pearson and Connections, two digital learning leaders who have joined forces to bring you a better way to seek out and measure quality digital programs within your budget. From "public school-tested" courses to user-centered design to smart data, learn what to look for and what to measure to ensure top quality in your next digital learning steps.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 E M H H→C

TWITTER: *#vss209s4*

Interactive Roundtable Discussions with Virtual School Experts

White River Ballroom J

Cheryl Charlton, *Idaho Digital Learning Academy*
David Young, Jamey Fitzpatrick, Jay D. Bennett,
Joseph R. Freidhoff, Londa Horton, Peter Arashiro,
Michigan Virtual University
Michael Caldwell, *Idaho Digital Learning Academy*

Experts from the Michigan Virtual School and Idaho Digital Learning Academy will be facilitating roundtable discussions about starting and growing online programs, professional development for online and blended teachers, online and blended course development, data collection and analysis, and marketing online programs. This session provides attendees an interactive environment to ask questions, explore topics of interest, and receive feedback on online and blended learning issues.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *State Virtual Schools*
TWITTER: *#vssWRJs4*

Knowing your Expectations: Giving Teachers the Tools to Succeed

Room 302/303

Camilla J. Kasales, Christopher Yerkes, *Commonwealth Connections Academy*

We perform with greater success when we know what is expected of us. As administrators, we look to empower our teachers and give them the skills and instruments to better themselves and the education they provide. It is our responsibility to not necessarily remove the obstacles, but to ensure they are capable of meeting those challenges with solutions and sound practice. This quick-reference information guide is one such method administors can use to foster teacher independence.

(Presenters Include Exhibitors)

101 M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss302s4*

Learning Registry: Sharing What We All Know in New Ways

Room 203/204

Steve Midgley, *US Department of Education*

The Learning Registry is a federally funded, open source research program that is designed to make it much easier for organizations to share what they and their members know about digital learning resources. This talk will explore the opportunities created by such a system.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss203s4*

Mobile Learning Panel: Creating a Strategy and Beginning to Implement

Room 104

John Canuel, *Moderator, Blackboard, Inc.*
Camilla Gagliolo, *Arlington Public Schools*
Jay Barrett, *Amarillo ISD*
Kody Stimpson, *Idaho Digital Learning Academy*

Mobile learning is a growing trend in K-12 education. Districts have begun to craft mobile learning strategies and roll-out programs with their teachers and students. During this panel, learn how three districts got started with mobile learning, from deciding to create a vision to determining which devices to use to thinking about curricular implications to planning next steps. Hear about actual faculty and classroom uses and the benefits teachers are seeing for their students and themselves.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 E M H

TRACK: *Mobile Learning*
TWITTER: *#vss104s4*

NCAA Eligibility Center 101

Grand Ballroom 3

Lisa Mills, Mark Hicks, Nick Sproull, *NCAA Eligibility Center*

This session is designed to provide an overview of the NCAA initial-eligibility process and the means by which students become academically eligible to participate in intercollegiate athletics. This session will address the process by which schools/programs register their courses with the NCAA Eligibility Center. Special focus will be given to NCAA legislation related to nontraditional coursework that may be used for initial-eligibility purposes.

101 201 301 H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vssGB3s4*

The Value of Open Educational Resources: Discover the NEW HippoCampus!

Room 103

Dani Pedrotti, *National Repository of Online Courses*
Gary Lopez, *Monterey Institute for Technology and Education*

Learn about the rapidly evolving open educational resources (OER) movement and what it means for teachers and students worldwide. An overview of exemplary projects will be offered. In particular, the media-rich resources of HippoCampus.org will be explored and lessons learned from the project will be shared. Discover how you can be a part of it!

(Presenters Include Exhibitors)

101 H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss103s4*

Top Ten Tech Tools to Try Tomorrow!

White River Ballroom G,H

Amy Pace, Ashley Webb, Jennifer Klein, *Open High School of Utah*
Tom Caswell, *Washington State Board for Community and Technical Colleges*

Teachers, are you hungry for simple, easy-to-implement tech tools to use in your classroom tomorrow? Come on over and learn how the Open High School of Utah integrates technology. Although Jing, Pixlar, Voicethread, Sliderocket, Camtasia, Twitter, Prezi, Oneeko, Google and Glogster may sound like a foreign language now, you can be proficient in tech speak by the time we are finished. Walk away brimming with ideas on how you can immediately use these emerging technologies in your own classroom!

101 201 301 M H H→C

TRACK: *Technology*
TWITTER: *#vssWRGs4*

Using Diagnostics to Power Improved Credit Recovery Programs

Room 205

Andy Scantland, *Advanced Academics, Inc.*

This session will examine the impact of Diagnostics to drive improvements in the success of credit recovery programs. We all know how difficult it is to bring credit-deficient students up to their peers. Using case studies from a variety of programs, this session will identify best practices in applying Diagnostics testing to drive mastery of the material and quick recovery of credits. The session will utilize a panel format to examine varying experiences in helping credit deficient students.

(Presenters Include Exhibitors)

201 301 M H H→C

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vss205s4*

Utilizing Synchronous and Asynchronous Tools to Deliver Online Professional Development and Cost Savings!

Room 314

Jay Bennett, *Michigan Virtual High School*
Jeff Simmons, *Idaho Digital Learning*
Tracy Weeks, *North Carolina Virtual Public School*

Idaho Digital Learning Academy, Michigan Virtual, and North Carolina Public Virtual School joined together in June 2011 to offer a joint virtual teacher training event. By utilizing synchronous and asynchronous environments, the three state virtual schools were able to deliver content rich quality professional development to teachers in a cost efficient manner. In this session we will discuss the partnership, tools, cost savings, and pros and cons of delivering the training in the online format.

(Presenters Include Exhibitors)

101 201 301 M H

TRACK: *Professional Development*
TWITTER: *#vss314s4*

*i*NACOL Annual VSS Networking Dinner Reception

Thursday Night Jazz, Martinis & Twinkling Skies

Thursday, November 10
6:00PM to 9:30PM
The Indiana Roof Ballroom
140 West Washington Street
Indianapolis, IN 46204
Dress Code: Casual

Every year, the VSS Networking Dinner raises the roof for providing unparalleled networking opportunities — and a chance to relax and unwind. For generations of Indianapolis men and women, the words "Indiana Roof Ballroom" evoke memories of jazz and swinging dance bands under twinkling skies. In keeping with the Roof's esthetic and art deco style, we are hosting a dinner reception, with a renowned jazz band and martinis under the stars.

Enjoy the ambiance of a quaint, European village. Dance to the music of the Buselli/Wallarab Sextet — a variety of music from the 30's and 40's — swing to jazz! Mark Buselli and Brent Wallarab are music educators, musicians and composers. Wallarab has served as Specialist in Jazz for the Smithsonian Institution in Washington, DC. He has transcribed, edited, and restored nearly 300 works for big band deemed by the Smithsonian as national treasures. Wallarab also performs as lead and solo trombonist for the Smithsonian Jazz Masterworks Orchestra. Buselli is head of Jazz Studies at Ball State University in Indiana and currently serves as Education Director of the Buselli-Wallarab Jazz Orchestra in Indianapolis where he has created educational opportunities for over six thousand students. This is a unique opportunity to network and enjoy world-class jazz in a rarefied, magical, art-deco setting. Drinks (and martinis), dinner and desserts will be served.

All Virtual School Symposium (VSS) attendees are invited to attend the Thursday night networking and dinner reception.

Advanced Academics | Online learning simplified

LINCOLN INTERACTIVE

Skywalk Directions
It's longer, but to walk inside, take the skywalk from the JW Marriott to the Hyatt Regency Hotel, which is located across the street from the Indiana Roof Ballroom

Walking Directions to the Indiana Roof Ballroom from the JW Marriott (0.3 miles/5 minute walk)
The Indiana Roof Ballroom is located about 3 blocks away at 140 W. Washington Street in the Indiana Repertory Theatre Building on the 6th Floor. Walk east on Washington Street 3 blocks. The building is on the north side of the street (next to the Embassy Suites) in a beautiful art deco theater building. Enter the east doors (on the right) and take the elevator to the 6th floor. You can also take the Skywalk there.

Driving Directions to the Indiana Roof Ballroom from the JW Marriott
Take Maryland Street east to Illinois Street. Turn left on Illinois and go two blocks to Market Street. Turn left on Market Street, go one block and turn left onto Capitol Street. The entrance to the Claypool/Embassy Suites Garage is on the left. There is a ballroom entrance on the 7th floor of the garage.

Taxicabs
All taxicabs are $5.00 anywhere in the downtown area.

Friday Keynote Panel 8:30AM – 9:30AM

A Vision for Change: Creating an Urgency for Transforming Education in Today's Global Market

Grand Ballrooms 5-10

Tony Bennett, *Superintendent of Instruction, State of Indiana*
Paul Peterson, *Director, Harvard Program on Education Policy and Governance*
Moderated by Michael Horn, *Executive Director, Innosight Institute*

This keynote panel will highlight the drivers for change from two perspectives on driving transformation from the ground up while simultaneously facing the challenges of international competitiveness. The promise of digital learning provides hope for solutions to transform education. Leadership to help engage communities and building the public will for change are key components. Dr. Tony Bennett has keynoted major educational events and will describe his "Vision for Change: Creating an Urgency for Transforming Education in Today's Global Market". Author of Saving Schools, Harvard Professor and Director of the Harvard Program on Education Policy and Governance, Dr. Paul Peterson will share comparative data from international education research, discuss drivers for change and education reform, and underscore the potential for online learning to help build solutions: "Lessons from the International Experience: Lifting U.S. Students to World Class Levels of Performance". Innosight Institute Executive Director for Education and Disrupting Class author Michael Horn will moderate the panel and engage in a discussion on innovating for transformational change with Bennett and Peterson following the keynote talks.

About Tony Bennett

Tony Bennett is the Indiana Superintendent of Public Instruction. Bennett's success is the result of his lifelong commitment to the education of Indiana children. For more than 20 years, he has served as a teacher, coach, and administrator, helping Indiana students receive the first-class education they deserve. After nine years as a science teacher, Dr. Bennett began his career in administration, quickly developing a reputation as a leader with a talent for school management, strategic planning and efficient budgeting. Bennett was highly influenced by his time as principal at Prosser School of Technology in New Albany, Indiana, a career-technology center focused on preparing students for success in a 21st century economy.

Since being elected Superintendent of Public Instruction, Bennett has established Indiana as the leader of the nation's comprehensive education reform movement. Indiana's 2011 legislative session produced new laws that empower school leaders, recognize and reward great educators and provide families quality options. Dr. Bennett received his Ed.D.and Superintendent's License from Spalding University. He earned his Certification in Secondary Administration and Supervision, a Master of Science in Secondary Education, and a Bachelor of Science in Secondary Education from Indiana University Southeast. He is currently Chair of Chiefs for Change, a bi-partisan group of state school chiefs committed to education reform.

Friday Keynote Panel 8:30AM – 9:30AM

About Paul Peterson

Paul E. Peterson is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford University, and Editor-In-Chief of Education Next, a journal of opinion and research.

Peterson is a former director of the Center for American Political Studies at Harvard University and of the Governmental Studies Program at the Brookings Institution. He received his Ph. D. in political science from the University of Chicago. He is a member of the American Academy of Arts and Sciences and the National Academy of Education, and has received fellowships from the Guggenheim Foundation, the German Marshall Foundation, and the Center for Study in the Behavioral Sciences.

Four of his books have received major awards from the American Political Science Association. Most recently, he was awarded the Martha Derthick Best Book Award for The Price of Federalism. The award is presented to the author of a book published at least ten years ago that has made a lasting contribution to the study of federalism and intergovernmental relations.

Peterson is a member of the independent review panel advising the Department of Education's evaluation of the No Child Left Behind law and a member of the Hoover Institution's Koret Task Force of K-12 Education at Stanford University.

About Michael Horn

Michael B. Horn is the co-founder and Executive Director, Education of Innosight Institute, a not-for-profit think tank devoted to applying the theories of disruptive innovation to problems in the social sector. He is the coauthor of Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns (McGraw-Hill: June 2008) with Harvard Business School Professor and bestselling author Clayton M. Christensen and Curtis W. Johnson, president of the Citistates Group. Business Week named the book one of the 10 Best Innovation & Design Books of 2008, Strategy + Business awarded it the best human capital book of 2008, Newsweek named it as the 14th book on its list of "Fifty Books for Our Times," and the National Chamber Foundation named it first among its 10 "Books that Drive the Debate 2009."

Disrupting Class uses the theories of disruptive innovation to identify the root causes of schools' struggles and suggests a path forward to customize an education for every child in the way he/she learns. Horn has been a featured keynote speaker at many conferences including the Virtual School Symposium and Microsoft's School of the Future World Summit. Tech&Learning magazine also named him to its list of the 100 most important people in the creation and advancement of the use of technology in education.

Prior to this, Horn worked at America Online during its aol.com re-launch, and before that he served as David Gergen's research assistant, where he tracked and wrote about politics and public policy. Horn has written articles for numerous publications, including Education Week, Forbes, the Boston Globe, and U.S. News & World Report. In addition, he has contributed research for Charles Ellis' book, Joe Wilson and the Creation of Xerox (Wiley, 2006) and Barbara Kellerman's Bad Leadership: What It Is, How It Happens, Why It Matters (Harvard Business School Press, 2004).

Horn earned his MBA from Harvard Business School and an AB from Yale University, where he graduated with distinction in History.

AP and the Blended Classroom: Doing it Right!

Room 309/310

Susan Leavey, *VHS, Inc.*

What are the essential elements of a successful Advanced Placement program? This session will address the unique characteristics of a successful AP courses and explores ways of integrating technology into the core content of the face to face classroom in order to meet the goals of the 21st century student. Participants will develop the strategies needed to plan student-centered, project-based, real world lessons that support problem solving and analytical skills.

101 201 301 H

TRACK: *Special Populations*
TWITTER: *#vss309s5*

Algebra 1 Online: Innovative Online Professional Development Initiative

Room 205

Barbara Treacy, *EDC/EdTech Leaders Online*
Ken Bradford, *Louisiana Department of Education*

This session provides an overview to the innovative online professional development program to address the critical need to improve student achievement in Algebra 1. Algebra 1 has been widely recognized as a gateway course to college and career readiness. Participants will learn about the learning community model, which is central to the initiative, and the design and content of the Algebra 1 modules, including their extensive use of interactive technology and applets to support learning.

101 201 301 E M H H→C

TRACK: *Professional Development*
TWITTER: *#vss205s5*

Anytime, Anywhere, Anyone… Any Results?

Room 201/202

Joseph R. Freidhoff, Scott Vashaw, *Michigan Virtual University*

Online learning advocates are pushing for policy changes that move away from seat-time requirements and promote anytime, anywhere options for all students. As such policies take effect, the stakes are high to demonstrate the changes are warranted. In this session, we will examine the evolution of seat-time policies in Michigan and look at student performance data from hundreds of students across the state to understand how theory differs from practice and what lessons can be learned.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss201s5*

"Be Careful! What You Measure is What You Get!" Performance Pay and Evaluation System for Online Teachers

Room 203/204

Laural Nelson, Mike Caldewll, *Idaho Digital Learning Academy*

In IDLA's quest to provide the best instructional practices, an innovative performance pay and evaluation rubric was designed to increase and focus on effective online instructional practice and reward those teachers that go beyond good teaching to exceed expectations. Come to this session to learn more about this innovative performance pay system now in its 5th year and leave with a rubric that has served to improve instruction and student achievement in the online classroom.

101 201 301 M H H→C

TRACK: *State Virtual Schools*
TWITTER: *#vss203s5*

Continuing Education Units for VSS

Virginia Commonwealth University and *i*NACOL have partnered again to offer Continuing Education Units (CEU) for attending the Virtual School Symposium (VSS). Continuing Education Units are a measure used in professional development programs, particularly those required in a licensed profession such as teaching, in order for the professional to maintain the license. A CEU is defined as ten hours of participation in a recognized continuing education program, such as VSS.

For VSS attendees wishing to earn 3 CEUs during the VSS conference, please sign up at the VSS Conference Registration Desk. There will be a $25 fee for processing the credits which can be paid by check or credit card (no cash). At the conclusion of the conference, a written assignment reflecting on your experience at VSS will be required. Please contact Allison Powell at apowell@inacol.org with any questions you may have.

Blended Learning in the Urban Core: Transitioning to a Student-Centered System of Education

Room 101

Mary Esselman, John Covington, Mike Reynolds, *Kansas City Missouri School District*
Duane Call, *Agilix*

The panel will examine Kansas City's transformation from an antiquated system of instructional delivery to a system of student-centered learning and its provision of effective opportunities to accelerate students who are two or more years below grade level as well as students who are on grade level or above. It also examine's the extent to which a blended model of education contributes to students acquiring skills needed for 21st century living, and learning to deep levels of understanding.

(Presenters Include Exhibitors)

101 201 301 E M H

TRACK: *New Learning Models*
TWITTER: *#vss101s5*

Blended Learning to Help Turnaround Struggling Schools

Grand Ballroom 1

Governor Bob Wise, *Alliance for Excellent Education*
Hope Johnston, *Charlotte-Mecklenburg Schools*
Kecia Ray, *Metropolitan Nashville Public Schools*
Rick Ogston, *Carpe Diem Collegiate High School*
Ron Montoya, *Valley High School*

Governor Wise and four schools/districts will share how digital learning and technology used in a blended-learning environment have played critical roles in turning around their schools. They will paint a picture of how the lives of their students have improved and how students are better prepared for college and their careers because of the access and opportunities afforded by a blended-learning environment. They will share implications and recommendations for other schools and districts.

101 201 301 M H H→C

TRACK: *New Learning Models*
TWITTER: *#vssGB1s5*

Blended Model Schools Tour and the Elements that Make Them Successful

Grand Ballroom 4

Lisa Gillis, Pam Cray, *Integrated Educational Strategies*

What is a "blended model" of instruction anyhow? Ever wonder how others are doing it? What's new and what's not? This workshop will whisk you away on a virtual tour of leading models throughout the United States and will showcase the different elements of design contributing to their success. Come and hear from the educational leaders from each school and have an opportunity to ask questions in a small group setting. Arrive curious and leave inspired.

101 E M H

TRACK: *New Learning Models*
TWITTER: *#vssGB4s5*

Electrify your Math Lessons… for FREE!

Room 302/303

Barry Bennett, Joey Beeson, Melissa S. Moreno, *NorthStar International Academy*

Are you looking for new ways to thrill and excite your students both in an online and blended environment while keeping to a shoestring budget? Are you looking for free videos, curriculum, games, and interactive activities for use in your math courses? Then check out this session. We will explore freely available Open Education and Creative Commons digital content from multiple sources for engaging students in grades 6 - 12 mathematics classrooms.

101 201 301 M H

TRACK: *Teaching Methods*
TWITTER: *#vss302s5*

How to Make Personalized Learning Collaborative

Grand Ballroom 3

Ari Bader-Natal, *Grockit*

Virtual schools enable students to learn from any place and at their own pace, but without a synchronized curriculum or shared venue, students may feel disconnected from peers or alone in their studies. However, the move towards personalized learning need not necessitate a shift away from collaborative approaches. Here we discuss how Grockit's social learning platform accomplishes both, and we share lessons learned on how to reconnect networks of self-paced learners in virtual schools.

101 201 301 M H H→C

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vssGB3s5*

Importance of Fostering Online School Communities

White River Ballroom I

Diane Elliott, Joy Nehr, *Laurel Springs School*

Parents, students, and teachers regularly voice concerns that consistent interaction is needed in online learning to ensure students do not become isolated. Additionally the school must support a connection to their learning community which may foster friendships and positive interactions. Presenters will describe how a school social network, online clubs, webcast classrooms, and regular student/teacher contact has helped to create a vibrant school community.

101 201 301 M H

TRACK: *Professional Development*
TWITTER: *#vssWRIs5*

*i*NACOL Programs and Services

Room 102

Allison Powell, Matt Wicks, *iNACOL*
Bruce Friend, *SAS*
Marcel Kielkucki, *Kirkwood Community College*

*i*NACOL is more than just VSS, publications, and webinars. In this session, learn about additional *i*NACOL services and opportunities provided to online schools and practitioners. Discover how you can request and conduct a needs assessment with *i*NACOL, join an *i*NACOL committee, publish your own book, partner with *i*NACOL to evaluate your program and/or course offerings using the *i*NACOL Standards of Quality for Online Courses or how *i*NACOL can help you get started in building your online program!

101 201 301 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss102s5*

Diamond Sponsor: Blackboard, Inc.

Innovation in the Wake of Devastation

Room 209

Traci D. House, Krista Reynolds, *Joplin Schools*
John Canuel, *Blackboard, Inc.*

Our story depicts the timeline of events in Joplin Schools from the devastation of May 22, 2011, through present day. As our district's high school was completely destroyed by the EF5 tornado, we quickly recognized that the opportune time to fast-forward our 21st Century Learning implementation plan was now. Key components included the decision not to replace textbooks, the issuance of 2,200 laptops as 24/7 learning tools, and a renewed focus on virtual learning. It looks to be a very good year.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 H

TWITTER: *#vss209s5*

Keeping Pace with K12 Online Learning: Panel discussion

Grand Ballroom 2

John Watson, *Evergreen Education Group*
Alex Stone, *VLN Partners*
John Canuel, *Blackboard, Inc.*
Julie Young, *Florida Virtual School*
Kelly Schwirzke, *Santa Cruz County Office of Education*
Matthew Wicks, *iNACOL*
Mickey Revenaugh, *Connections Learning*
Mohit Bhargava, *LearningMate*
Terri Rowenhorst, *National Repository of Online Courses*
Todd Hitchcock, *Pearson*

Keeping Pace tracks the latest in online and blended learning policy and practice developments across all 50 states. The *Keeping Pace* panel discussion will follow the earlier presentation of findings of the report, and will be a discussion with the audience around key findings and implications.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vssGB2s5*

NCAA Eligibility Center 202 Working Together, What Was Learned

Room 304/305

Mark Hicks, Nick Sproull, *NCAA Eligibility Center*
Robin Winder, Angela Anastacio, *Florida Virtual School*

The session provides a comprehensive overview of topics related to the NCAA Eligibility Center and NCAA Initial-Eligibility. This advanced session is geared toward administrators and instructors familiar with the NCAA and examines areas such as eligibility and its importance to virtual providers; strategies for identifying/addressing academic fraud; best practices for academic integrity, transcripts/grade reports, organizing as an NCAA district and communication with the NCAA Eligibility Center.

101 201 H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss304s5*

OtagoNet: A New Zealand Approach to Virtual Schooling

Room 308

Keryn Pratt, *University of Otago*

A group of schools in Otago, New Zealand, has been using a reciprocal model of providing classes to each other's senior secondary students since 1992. This presentation will describe the approach used by this group, and report on research conducted over the last ten years that has involved input from teachers, administrators, support staff and students. Findings to date suggest that their model is effective for a wide range of students, and that support by students' local schools is critical.

101 201 301 H

TRACK: *Research and Evaluation*
TWITTER: *#vss308s5*

Private Schools — Trends and Projections Related to Technology

Room 104

Mark Beadle, *Indiana Wesleyan University and Sevenstar Academy*
Greg Bitgood, *Heritage Christian Online School*
Vicki Conway, *Oaks Christian Online School*

Since technology, including online courses, will obviously be a driving force of educational change, projections and predictions will be presented in order to provide a framework for discussing the private school of the future. Strategies to lead schools to be innovators will be presented. Implications for schools will be discussed along with school case studies making the transitions that will lead to their not only surviving but thriving.

101 201 301 E M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss104s5*

Project-Based Learning Online — Aligning to the Essential Elements

White River Ballroom G, H

Andrew Miller, *Miller Educational Consulting, LLC*

PBL is rightly touted as an effective practice to engage students in inquiry to address an authentic task. Participants will examine the essential elements that must be in a PBL Project. Attention will be given to Project Design, Assessment, and Management. Participants will align online tools and Learning Managements systems to the essential elements of PBL. The presentation will end with crucial next steps and recommendations that the entire world of online learning must grapple with.

201 E M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssWRGs5*

State Virtual School Collaboration for Course Development

White River Ballroom J

Frances Saroki, Peter Arashiro, *Michigan Virtual University*
Lisa Berry, *Idaho Digital Learning Academy*

The Idaho Digital Learning Academy and Michigan Virtual University have teamed together to co-develop courses and learn what it is like to collaborate between virtual schools in the area of course development. This partnership allows for a sharing of philosophies and an expansion of talents for both organizations without increasing expenses. Common problems are addressed by a larger team, and a solution can be developed sharing resources and taking advantage of various skill sets.

(Presenters Include Exhibitors)

201 **301** E M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssWRJs5*

What Developed Countries Can Learn about e-Learning in Developing Countries

Room 103

Cathy Cavanaugh, *University of Florida*

Many of the world's developing countries have implemented e-learning for economic and social improvement for issues that now challenge developed countries. Developing countries often have agility in changing education systems due to less investment in physical schools than in developed countries. This session profiles current innovative e-learning projects in developing countries that may be models for developed countries. Models, conditions, and recommendations are included.

101 **201** **301** E M H H→C

TRACK: *Technology*
TWITTER: *#vss103s5*

What do They Really Want? Needs Assessment Counts!

Room 314

Angela Clark, Barbara Smith, *Texas Virtual School Network*

Local district budgets are shrinking. Layoffs are threatening. Belt-tightening is on its way for the next school year. Everyone, including the state virtual school, will do more with less funding. Districts are counting on the state virtual school to meet student needs. But what courses do they need? How many seats? How can the virtual school program provide those making key funding decisions with data, as well as, meet client needs? Needs assessment is critical to getting it right!

101 **201** E M H

TRACK: *Research and Evaluation*
TWITTER: *#vss314s5*

Challenging K-8 Gifted Students

Room 102

Debbie Vickers, Marjorie Rofel, *Connections Academy, LLC.*
Staci Williams, *Indiana Connections Academy*

In a time of shrinking education resources and shifting priorities, brick-and-mortar programs for gifted elementary students have become largely hit or miss. Can online and blended learning be the answer? In this comprehensive session, attendees will hear from gifted students and the educators who serve them in innovative virtual K-8 environments. See and hear firsthand how online/blended learning opportunities can enrich, accelerate, and extend learning for the young and gifted.

(Presenters Include Exhibitors)

101 201 301 E M

TRACK: *Special Populations*
TWITTER: *#vss102s6*

Class-Tested and Research-Based Digital inquiry Models for Science

Room 314

Daniel Damelin, *The Concord Consortium*

At this presentation participants will learn about and have an opportunity to use open educational resources developed by the Concord Consortium. These computer-based activities inspire and enhance student inquiry in science. Created using an iterative process with students and teachers and as part of various research programs, these materials are freely available for use and adaptation. The activities can also be used to collect formative data on student understanding.

101 201 301 M H

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss314s6*

Comprehensive Web-Based Tools to Simplify RtI

Grand Ballroom 4

Ryan Todd, *School Specialty Literacy and Intervention*

Web-based tools are proving to be the most cost-effective, efficient and scalable way to implement Response to Intervention. In this informative session attendees will learn about powerful web-based tools that incorporate the key components of RtI. PA Cyber will also talk about their RtI strategy and the real world application of these tools to close the achievement gap.

(Contains Commercial Content)

201 E M H

TRACK: *Special Populations*
TWITTER: *#vssGB4s6*

Credit Recovery Model Startup — Lessons Learned

White River Ballroom I

Robert Currie, Ryan Schrenk, *Montana Digital Academy*

Since rolling out Montana Digital Academy (MTDA) Connect in February of 2011, the MTDA has experienced growth to nearly 500 enrollments by the end of Spring term. The unique model incorporates academic area coaches hired by MTDA with local district facilitators and technical staff from MTDA to support credit recovery classes utilizing the PLATO Learning Environment. Participants will learn about the program from the local facilitator, local administrator and MTDA admin ends of the operation.

(Contains Commercial Content)

101 201 301 H H→C

TRACK: *State Virtual Schools*
TWITTER: *#vssWRIs6*

DIY High: How the Virtual HS @ PWCS Helped to Pioneer Distance Learning in VA with a Home-Grown Approach

Room 205

Amy Bianco, Gina Jones, *Virtual High School @ Prince William Co Schools (VHS @ PWCS)*

The VHS @ PWCS began in 2000 with 2 courses, 2 teachers and a very big idea. 10 years later the program as helped over 7,000 students earn credit and solved problems for schools using a "Do-It-Yourself" approach for content and instruction. Learn how the VHS provides solutions for schools and students in the 2nd largest school division in VA, by utilizing the talent already existing in the division to build content and target student learning to meet the greatest need.

101 201 H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vss205s6*

Establishing Online Options for Independent Schools: From "Buy-In" to Implementation

Room 104

Bruce Friend, Carol Keenan, *North Carolina Association of Independent Schools*

Learn how the North Carolina Association of Independent Schools (NCAIS) has challenged traditional paradigms and provided their 83 member schools with an array of online learning options. This session will provide case studies, resources, best practices, and lessons learned that will help you overcome the unique challenges leaders of independent school programs often face.

101 201 E M H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss104s6*

Get Your Head in the Clouds! Making the Most of Cloud Computing Tools for Online Learning

White River Ballroom G,H

Jackie Mangieri, *University of Phoenix*

Cloud computing has generated a great deal of interest for K-12 schools because of the variety of low-cost and free technology solutions it provides. This session will explore a variety of cloud computing resources from Google, Microsoft, and others. The presenter will demonstrate how these resources can be used to enhance teacher and student productivity, collaboration, and the teaching-learning process.

101 201 301 E M H H→C

TRACK: *Technology*
TWITTER: *#vssWRGs6*

Enabling Rapid Growth of Successful Blended Learning Models

Room 209

Brian Hassel, *Public Impact*
Scott Benson, *Bill & Melinda Gates Foundation*

In this session, panelists from the Bill & Melinda Gates Foundation, Public Impact, and Charter School Growth Fund will discuss how blended learning models can overcome traditional barriers to growth. They will highlight examples of successful schools using blended models and explain why these schools are uniquely positioned to reach more students with high-quality instruction. Both practical and policy challenges will be discussed, as well as ways to address them.

101 201 301 E M H H→C

TRACK: *New Learning Models*
TWITTER: *#vss209s6*

If You Build It, They Will Come

Grand Ballroom 3

Andrew Johnson, Kim Hendrick, *CIESC*
Ronda Eshleman, CIESC, *Indiana Online Academy*

Imagine working with over 5,100 students from 86 schools in an 8 week summer school period, managing 126 teachers and maintaining an 83% pass rate. Learn how the Indiana Online Academy accomplished this and has continued to grow to be the largest summer school program in Indiana. Two IOA administrators and a lead teacher will discuss successful strategies that will help you establish and grow your summer school program.

201 301 H

TRACK: *New Learning Models*
TWITTER: *#vssGB3s6*

Innovative Instruction with Free Digital Content

Grand Ballroom 2

Jon Fila, Michael Smart, *District 287, Minnesota*

District 287 in Minnesota facilitates the creation and sharing of digital content. We rely on open-source platforms (Moodle/phpbb) and encourages the use of Open Educational Resources; Public Domain and Creative Commons content to facilitate a culture of innovation through sharing. Online units created by District 287 partnerships are shared via MoodleShare. You will leave this session with free digital content to access and use with students immediately.

101 201 301 E M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssGB2s6*

Innovations in World Language: Using Web-Based Virtual Worlds and Games to Create Language Immersion in the Classroom

Room 103

Spencer Cook, *Middlebury Interactive Languages*

Middlebury College is renowned for nearly 100-year heritage of language immersion methodology. Now, through the joint venture company Middlebury Interactive Languages, we're leveraging cutting edge Web-based technology tools to deliver curriculum and activities to create immersion – the most exciting being a 3D virtual reality game. We're creating authentic environments that simulate the experience of a student being in country.

(Contains Commercial Content)

101 201 301 E M H H→C

TRACK: *Teaching Methods*
TWITTER: *#vss103s6*

Leading Edge Online Teacher Certification

Room 201/202

Chris Bell, Mike Lawrence, *CUE*

Our nation suffers from 19th century thinking when it comes to preparing educators for the increasingly collaborative work of teaching and learning. CUE has gathered an alliance of nonprofits, educational agencies and universities to develop and deliver a certification program, which launched Online Teacher Certification last June. Join us for this session to learn more about Leading Edge Certification and how you can leverage this important national certification in your region.

101 201 301 E M H

TRACK: *Professional Development*
TWITTER: *#vss201s6*

Next Generation Learning Challenges Grant Initiative: Wave III RFP

Room 302/303

Andy Calkins, Elina Alayeva, *Educause*
Susan Patrick, *iNACOL*
Linda Pittenger, *Council for Chief State School Officers*

Next Generation Learning Challenges (NGLC) is a multi-year initiative to spur innovation and tap the potential of advanced learning technologies to dramatically improve college readiness and completion, funded by the Bill & Melinda Gates Foundation. NGLC partners are EDUCAUSE, the League for Innovation, *i*NACOL, and the Council of Chief State School Officers. NGLC provides funding through waves launched every 6-12 months. The presenters will provide information about the current NGLC Wave III RFP for planning grants to support new blended learning models.

101 201 301 M H H→C

TRACK: *New Learning Models*
TWITTER: *#vss302s6*

Public Virtual Schools: Finding Stable Ground and Disarming Political Landmines

Room 309/310

Monique Christensen, Victoria Talbot, *Indiana Virtual School Families*

The journey to make public virtual schools a reality for Indiana students has been tumultuous and bittersweet. Indiana Virtual School Parent leaders and legislative champions will present info learned along the way, as well address helpful policies and legislative language and provide an update on policy changes which dramatically improved virtual learning opportunities in Indiana. Included will be an open discussion on current policies that others have experienced in their respective locations.

301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss309s6*

Soar Through Summer: Six Steps to Creating a Successful Online Summer School

White River Ballroom J

Debi Crabtree, *Hamilton County School District*
Melanie Pritchett, *CompassLearning*

Though your resources and time are short, you need to plan for summer school. In addition to curriculum materials, staff development, and a logistics plan, you need to find a classroom. Or do you? In this presentation, e-learning expert Debi Crabtree, Coordinator at Hamilton County Virtual School in Chattanooga, Tennessee, details the specifics on creating a successful online summer school. You'll learn best practices, pitfalls to avoid, and classroom-tested recommendations.

(Presenters Include Exhibitors)

201 M H

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vssWRJs6*

State of the Nation: K-12 Online Learning in Canada

Room 308

Michael Barbour, *Wayne State University*

This panel examines K-12 online learning in Canada based on the 2011 edition of this on-going study. The session will begin with a brief description of the policies that govern and the level of activity of K-12 online learning in all thirteen provinces and territories, along with the various models that have developed across the country. Then the panel will outline some of the issues still facing K-12 online learning in Canada from the perspective of their individual programs.

101 201 301 E M H H→C

TRACK: *Research and Evaluation*
TWITTER: *#vss308s6*

Student Panel: Expanding Opportunities & Closing Gaps in K12 Education with Multiple Online Learning Models

Room 203/204

Julie Young *(Panel Moderator), Florida Virtual School*
Katie Gallagher *(Panel Organizer), Blackboard, Inc.*

The session will explore multiple successful online learning models (1:1, fully virtual, and blended learning) from the perspective of students benefitting from these models. Learn how online learning, in multiple forms, has improved teaching and learning, expanded opportunities, and closed gaps in the lives of these K12 students.

(Presenters Include Exhibitors)

101 201 301 H H→C

TRACK: *New Learning Models*
TWITTER: *#vss203s6*

The Demographics of Online Learners

Grand Ballroom 1

David Glick, *David B. Glick & Associates, LLC*
Ray Rose, *Rose Smith & Associates*

For three years, David B. Glick & Associates and *i*NACOL have been collecting data on the demographics of online learners. An increasingly accurate picture is emerging that suggests significant differences between the overall student population and the online student population. What are these differences, why are they important, and what do they mean for your program? This session will allow ample time for reflection and discussion.

101 201 301 E M H

TRACK: *Research and Evaluation*
TWITTER: *#vssGB1s6*

Using Blended Delivery, with Video Games, as a Credit Flexibility Option

Room 101

Bernard Franks, Doug Mink, Karl Dooley, *Butler Tech*

A credit flexibility choice broadens the scope of curricular options by customizing educational opportunities around individual student needs and providing the use of multiple measures of learning to allow students to demonstrate mastery of content. We are using video games in combination with other innovative approaches to improve content mastery by students. See how we are integrating video games into our lesson plans and curriculum design to improve student performance.

101 201 301 M H

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vss101s6*

Utah Turned The 10 Elements of Digital Learning Now Into a High Quality State Policy and So Can You!

Room 304/305

DeLaina Tonks, *Open High School of Utah*
Michael Horn, *Innosight Institute*
Representative Brad Daw, *Utah State Legislature*
Robyn Bagley, *Parents for Choice in Education*
Senator Howard Stephenson, *Utah State Legislature*
Tom Vander Ark, *Open Education Solutions*

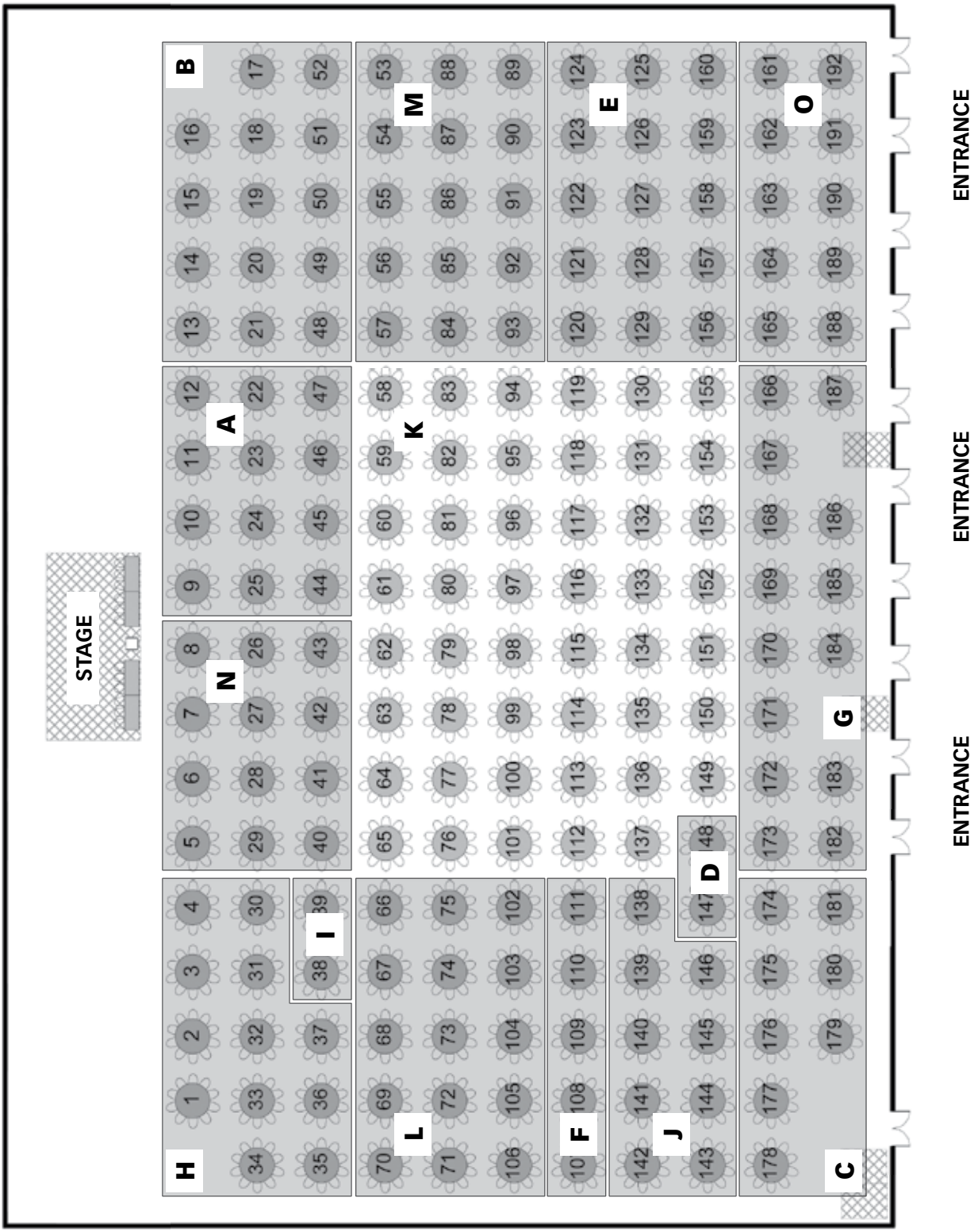
Utah became the first state to turn Digital Learning Now's Ten Elements of Quality Digital Learning into a comprehensive state policy. Parents for Choice in Education, a grassroots education advocacy organization used the Ten Elements as a roadmap to create a premier online learning policy for Utah students. From concept, to bill, to law, to implementation, come learn how your state can shift the paradigm on how we deliver education. Let us help you unleash the power of digital learning.

101 201 301 M H

TRACK: *Advocacy*
TWITTER: *#vss304s6*

Birds of a Feather Roundtable Lunch 12:30PM – 1:30PM

Table Numbers For Discussion Groups



VSS 2011 Birds of a Feather Tables

A Administration and Management of Online Programs (Tables: 9-12, 22-25, 44-47)

B Advocacy and Policy (Tables: 13-16, 17-21, 48-52)

C CCSSO Partnership for NxGL (Tables: 174-181)

D Competency-Based Learning (Tables: 147,148)

E Curriculum and Online Course Development (Tables: 120-129, 156-160)

F Emerging Technologies (Tables: 107-111)

G *i*NACOL Committees, Affiliates, and SIGs (Tables: 166-173, 182-187)

- Diversity Issues in K-12 Online Learning (171)
- Online Christian Education Association (Affiliate) (172, 173)
- Canadian Topics in Online Learning (182, 183)
- International Topics in Online Learning (167)
- Midwestern Region of the US (170, 184)
- Northeastern Region of the US (169, 185)
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- Western Region of the US (166, 187)

H New Learning Models (Tables: 1-4, 30-34, 35-37)

I Next Generation Learning Challenges (Tables 38-39)

J Open Educational Resources (Tables 138-146)

K Open Tables (Tables: 58-65, 76-83, 94-101, 112-119, 130-137, 149-155)

L Professional Development (Tables: 66-75, 102-106)

M Quality of Online and Blended Learning Programs (Tables: 53-57, 84-93)

N Research and Evaluation (Tables: 5-8, 26-29, 40-43)

O Subjects Area Discussions (Tables: 161-165, 188-192)

- Electives (Music, Art, PE, etc.) (165)
- English/Language Arts (164, 189)
- Foreign Language (188)
- Mathematics (163, 190)
- Social Studies (162, 191)
- STEM (161)
- Virtual Science & Labs (192)

Don't Forget! Chocolate Break! 1:30PM – 2:00PM (Exhibit Hall)

National
Online Teacher
of the Year Award

2011 SREB/iNACOL National Online Teacher of the Year, Kristin Kipp, meets with Secretary Arne Duncan at the US Department of Education.

The National Online Teacher of the Year program —

Recognizes teachers for excellence through achieving success in an online environment.

Represents online teaching and learning by advocating to education stakeholders.

Relates the award winner's expertise by helping to share knowledge through professional development to teachers.

Find details at:
www.nationalonlineteacher.org

SREB

iNACOL
International Association for K-12 Online Learning

Blackboard collaborate
CONNECTIONS ACADEMY
Florida VirtualSchool
PEARSON Foundation
sas
at&t

Access to and Usage of Virtual Education and Online Learning in Michigan High Schools

Room 314

Brian Jacob, *University of Michigan*
Joseph R. Freidhoff, Scott Vashaw, *Michigan Virtual University*
Tamara Linkow, *Abt Associates*

There is minimal detailed data on the prevalence of online learning in high schools. To fill this void, this research surveyed all high school principals in Michigan about online learning in their schools. The survey results provide an accurate picture of online learning in Michigan and show variation between school types. The results will help researchers and practitioners understand how Michigan high schools are utilizing online learning, areas for growth and successful practices.

(Presenters Include Exhibitors)

101 201 301 H

TRACK: *Research and Evaluation*
TWITTER: *#vss314s7*

BAVEL — Not All Schools Have Walls

Room 308

Amanda Wright, *Barren Academy of Virtual and Expanded Learning*
Benny Lile, *Barren County Schools*

Research indicates some students are uncomfortable with the impersonal nature of today's high school. Surveys tell us students in the virtual environment often sense a greater connection with their instructor. For this reason virtual schools have become known as a place where every student has a front row seat! This session will highlight how the Barren County (KY) school district planned, developed, & carried out a diploma granting high school that serves the district as well as the state.

101 201 H

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vss308s7*

Burning to Learn — Unleashing Empowered 'Hybrid' Learning Energy

White River Ballroom J

Stephen Harris, *Sydney Centre for Innovation in Learning*

Participants will learn about a successful hybrid K-12 case study from Sydney, Australia (since 2005); how important a hybrid model is to shifting teaching from the default models of teachers own experiences to 21st century relevance; why students love a hybrid model; about strategies for introducing hybrid models without high cost burdens; about the importance of aligning hybrid learning to school design & furniture; and about growing teachers to excel in both blended and online environments.

101 201 301 E M H

TRACK: *New Learning Models*
TWITTER: *#vssWRJs7*

Challenges of Managing and Overseeing Online Charter Schools

Grand Ballroom 1

Amy Anderson, *Colorado Department of Education*
Mark Cannon, *Greater Capacity Consortium*
Randy DeHoff, *GOAL Academy*

Management and oversight of online charter schools present unique challenges. Student demographics, achievement, budgets, even recording attendance, tend to be significantly different from a traditional school. Applying the same criteria used for a traditional school to an online school often leads to erroneous conclusions about the performance of the online school. Learn what online schools and authorizers have learned about meeting these challenges, and share your own experiences with others.

101 201 E M H H→C

TRACK: *Administration and Management of Online Programs*
TWITTER: *#vssGB1s7*

Competency-Based Learning: Highlights of Promising Practices and Policy Frameworks

Room 201/202

Chris Sturgis, *Metis Net*
Linda Pittenger, *CCSSO*
Susan Patrick, *iNACOL*

Speakers will provide an overview of two new reports on competency-based learning, provide a brief overview of the knowledge base of policy and practice, describe the five-part working definition, and share strategies for policymakers and innovators. The recommendations are to accelerate the transformation of the nation's K-12 educational system to one that is competency-based, highlighting lessons learned and best practices from innovators in the field.

101 201 301 E M H H→C

TRACK: *Advocacy*
TWITTER: *#vss201s7*

Fostering Self-Directed Learning through E-Learning

Room 203/204

Lauren Wanger, *Florida Virtual School*

Despite the large body of literature on self-directed learning less research exists on its effects on adolescents in e-learning. The literature states a high level of readiness for self-directed learning is needed for e-learning. This study examines whether self-directed learning can be fostered in adolescents who take virtual classes through blended learning. Findings suggests that when students are exposed to taking classes online they develop an increased readiness for self-directed learning.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Research and Evaluation*
TWITTER: *#vss203s7*

Homebound, In-Treatment and Online

Room 101

Rhonda Rochon Cotton, *Community Services Program, Houston Independent School District*
Laura Segala, TJ McCray, *Connections Learning*

Every year, hundreds of Houston Independent School District students are sidelined by illness and other conditions that make conventional schooling impossible. Our traditional way of serving these students was costing us dearly without producing quality educational results. In 2010, we decided to try a virtual learning approach to ensure comprehensive & compassionate education while students heal. Come hear about our online homebound/in-treatment program and where we hope to go from here.

(Presenters Include Exhibitors)

101 201 301 E M H

TRACK: *Special Populations*
TWITTER: *#vss101s7*

Jeffco's Four Models of Blended, Hybrid, and Online Learning

Grand Ballroom 2

Jennifer Harr, Judy Bauernschmidt, Kristin Kipp, *Jeffco Public Schools*

Jeffco Public Schools, the largest school district in Colorado, has implemented a district-wide successful online and blended learning program. Currently, the program serves 7500+ secondary students and continues to grow. All secondary students have access to online and blended learning options through our traditional and online schools. The four models of blended learning include: Supplemental (Online Lab), Hybrid (Rotation), Blended (Face-to-face driver), and Full time online (Online Driver).

101 201 301 M H

TRACK: *New Learning Models*
TWITTER: *#vssGB2s7*

Large District Rollout of Blended Learning: Process and Technology

Room 103

Danica Pruitt, Aaron Turpin, Greg Odell, *Hall County School District*

Hall County Schools is deploying blended learning to all of its 26,000 K12 students across 32 campuses over four years based on HallConnect. In this presentation we will review our processes, technology, digital content, and support for both district-owned and student own devices. We will share what is going well; what is not; provide perspectives from leaders, laggards, students, faculty, and parents; and recommend strategies for others attempting a district-wide rollout.

101 **201** E M H

TRACK: *New Learning Models*
TWITTER: *#vss103s7*

Mentoring Program for Online Teachers

Grand Ballroom 3

Harrold Taylor, *Sevenstar Academy, Univerisy of Phoenix, Ohio Christian University Online*
James Freels, *Sevenstar Academy*
Joyce Deer, *Sevenstar Academy, Art Institute Online, North Pike High School*
Kristin Bird, Michael Burgett, *Sevenstar Academy*

The session will explain and demonstrate models of mentoring teachers online, from initial training to supporting veteran online teachers. Various types of mentoring, as well as models, will be shared. Mentoring will be defined in this session as one who guides and supports and provides a role model for other online instructors, usually those with less experience. Mentors answer questions posed by the mentees, share expertise, and provide professional development opportunities.

101 **201** E M H H→C

TRACK: *Professional Development*
TWITTER: *#vssGB3s7*

Online PE? How Does That Work?

Room 302/303

Katie Carone, *Carone Fitness*

Not only does online PE work, but the benefits can go beyond a face-to-face gym class. This session will discuss the logistics and benefits of a successful online PE program. Logistics include monitoring and verifying student activity, assessing student fitness levels, meeting state & national standards, modeling proper technique, adapting to student needs, and evaluating student performance. When implemented correctly an online PE program enables students to be healthy and active for life.

(Presenters Include Exhibitors)

101 **201** **301** M H

TRACK: *Teaching Methods*
TWITTER: *#vss302s7*

Panel Session — International Perspectives in Blended Learning

Room 304/305

Allison Powell, *iNACOL*
Westley Field, *MLC School / Skoolaborate*

Blended learning is sweeping the planet and assisting schools in transforming learning both within individual institutions as well as between like minded groups of schools seeking international collaboration. This panel will discuss the various models, experiences and research results gained from such implementations and collaborations world wide. Listen to experienced global educators as they share the results of their research and practice from more than 50 countries from around the world.

101 **201** **301** E M H H→C

TRACK: *New Learning Models*
TWITTER: *#vss304s7*

Parents as Advocates: The Messenger Matters Most

White River Ballroom I

Briana LeClaire, *National Coalition for Public School Options*
Jennifer Roy, *Texas Chapter of the National Coalition for Public School Options*
Rose Fernandez, *National Parent Network for Online Learning*
Sean Cooney, *Colorado Virtual Academy*

When promoting and advocating for the expansion of virtual education offerings, the messenger matters most. As parents and students, families are the choosers when it comes to virtual education curriculum and can offer a unique perspective as advocates. Parents as Advocates will feature parent and student leaders from around the country that have engaged in the fight for equal access to virtual education and will detail their involvement in legislative successes for the school choice movement.

101 201 301 E M H

TRACK: *Advocacy*
TWITTER: *#vssWRIs7*

Project Based Learning in the Digital Age

White River Ballroom G,H

Barbara Frey, *Connections Academy, LLC.*
John Mergendoller, *Buck Institute of Education*
Kerry Rice, *Boise State University*

PBL facilitates the acquisition of educational goals by engaging learners in solving real-world problems in an instructional approach that supports students construction of knowledge and acquisition of 21st century skills. Technology rich learning environments support instructional models like PBL. Take part in a hands-on presentation that will introduce participants to the key building blocks for developing PBL lessons and the tech tools that make it happen!! Laptops recommended.

(Presenters Include Exhibitors)

101 201 301 E M H H→C

TRACK: *Engaging and Motivating Students Online*
TWITTER: *#vssWRGs7*

REAL Classrooms in a VIRTUAL World

Room 209

Christina Narayan, Leanna Christians, *Branson School Online*

Are you REAL? Are you a virtual teacher who has been asked if you are a "real" teacher at "real" school? We know the power of the virtual model and have seen the REAL success of students at our small online school since 2002. Our session will share REAL strategies for instructing in virtual classrooms and connecting with students and families. Presented by the 2009 Colorado Elementary Online Teacher of the Year, Christina Narayan and K-12 BSO Principal, Leanna Christians.

101 201 301 E M H

TRACK: *Teaching Methods*
TWITTER: *#vss209s7*

Recapturing Credit and More: Using a Blended Model Approach to Meet the Needs of At-Risk Students

Room 104

Darren Reed, Early King, *K12 Inc.*

This session will showcase a unique blended learning/full service school model for over-aged, under-accredited students seeking credit recovery and a high school diploma. Hear from school leaders who have designed an educational model blending innovation with academic and non-academic programs to support students in their pursuit of a diploma and numerous post-secondary opportunities. Topics include staffing needs, professional development, and strategies for maximizing student potential.

(Presenters Include Exhibitors) (Contains Commercial Content)

101 201 301 H→C

TRACK: *Over Aged, Under Credited Youth*
TWITTER: *#vss104s7*

Socially Validated Grades for Online Dual Credit

Room 205

Eric J Ban, *Crown Point High School*

This session introduces a new dual credit model that validates the quality of high-school delivered dual credit classes through partnerships with local university faculty facilitated by online course technology. Faculty members grade random assignments to create an empirical comparison of college and high school level work. Initial savings to the parents were in excess of $500,000 in one year for one high school and resulted in significant increases of college credits.

101 201 H→C

TRACK: *Quality*
TWITTER: *#vss205s7*

The Best Fieldtrips You Can Take without Leaving Home: Enhancing Online Learning with Library and Museum Resources

Grand Ballroom 4

Camellia Sanford, Jennifer Borland, Kay Sloan, *Rockman Et Al*
Monica Cougan, Ruth Blankenbaker, *Center for Interactive Learning and Collaboration*

Digital resources can facilitate remote participation in rich learning experiences. In this presentation a panel of evaluators and educators will identify and discuss immersive online learning resources that currently exist, as well as lessons learned from their historical antecedents. This collaborative and participatory session will allow participants to more fully consider and explore opportunities to enhance learning through online and mobile technologies.

101 201 301 E M H H→C

TRACK: *Curriculum and Online Course Development*
TWITTER: *#vssGB4s7*

Using PhET Simulations for Science Inquiry: Free, Researched, Web-Based Resources

Room 102

Kathy Perkins, *University of Colorado*

Engage your students in STEM learning with free simulations from the PhET Project (http://phet.colorado.edu). The 102 sims are animated, interactive, game-like environments which engage students in active thinking, encourage experimentation, and help develop visual and conceptual models of physical phenomena. This session will introduce the sims and the research that informs their design and use. Session participants will exchange ideas for using PhET sims with their online learning environment.

(Presenters Include Exhibitors)

101 201 301 M H H→C

TRACK: *Teaching Methods*
TWITTER: *#vss102s7*

Using ROI to Justify Your Online Learning Initiative

Room 309/310

Julie Evans, *Project Tomorrow*

As evidenced by the Speak Up National Findings, education leaders are increasingly interested in leveraging online learning to increase student achievement. The realities of district budgets however mandate that education leaders pay much closer attention to the return on investment of all technology projects including online learning. In this session, we will share a new white paper and analysis tool that helps districts use ROI to justify their online learning initiatives.

101 201 301 E M H

TRACK: *Advocacy*
TWITTER: *#vss309s7*

Students' Perspective Panel and Closing

Grand Ballrooms 5-10

Moderated by Susan Patrick, *iNACOL President and CEO*

Online and blended learning is providing new individualized and personalized educational opportunities for students. The Virtual School Symposium is dedicated to providing leadership and support for experts in K-12 education to create new models of student-centered, next generation learning. We dedicate this closing session to hear how online learning directly benefits students and what we can do to improve our efforts. Student panel members offer their perspectives on how online learning is meeting their needs. Without calling attention to particular panelists, we want to emphasize that students represent a diverse array of individual student perspectives — students in need of recovering credits, students who are or were at risk for dropping out without graduating, students seeking to take more advanced courses, and students seeking more personalize learning experiences tailored to their own individual needs. If you have questions for the panelists, please write them on the paper provided and we will collect them for facilitation.

More Reasons to Join *i*NACOL:

Leadership Webinar Series

*i*NACOL's highly interactive monthly Leadership Webinar series provides valuable professional development opportunities for online leaders and practitioners. Experts share their knowledge on a variety of topics, answer questions, and facilitate discussion during the webinars. These webinars are held on the second Wednesday of the month at 2:00pm ET.

Teacher Talk Webinar Series

*i*NACOL's monthly Teacher Talk Webinar series provides valuable professional development and time for online teachers to discuss a variety of topics specifically related to teaching online in order to support one another. These webinars are held on the third Thursday of each month at 6:00pm ET.

Special Edition Webinars

*i*NACOL hosts Special Edition Webinars throughout the year on an as-needed basis. The topics for these sessions are always timely, centered on cutting-edge subjects facing online learning providers, special professional development opportunities, advocacy, and more. All *i*NACOL members receive emails to notify them of these special opportunities.

For more information, and a listing of upcoming webinars, please visit www.inacol.org/events/

Ableidinger, Joe – Joe Ableidinger's consulting, research, and writing focuses on blended learning models, emerging technologies in education, charter schools, and human capital management. Before joining Public Impact, Mr. Ableidinger taught high school English with the Fulbright Program in Korea and started a family resource center at an underperforming elementary school as an Americorps VISTA Volunteer. Mr. Ableidinger received his Masters in Public Administration and his law degree from Harvard University.

Anastacio, Angela – Currently the Academic Integrity Manager at Florida Virtual School she manages a team of 14 instructional support personnel and maintains the integrity process for over 1,000 instructors. She previously taught Language Arts, World History, and US History in Duval County, FL. She earned B.A. degrees in English Literature and Psychology from the Univ. of North Florida and is currently working on a Masters Degree in Educational Leadership.

Anderson, Amy – Dr. Amy Berk Anderson is the Director of Strategic Partnerships at the Donnell-Kay Foundation in Denver. Her major focus at the foundation is blended learning, charter & innovation schools, social entrepreneurism, and education policy. Amy serves on the Board of Directors of the Charter School Institute. Anderson holds a Ph.D. in Educational Leadership and Innovation and a M.A. in Education from the University of Colorado-Denver.

Arashiro, Peter – Peter Arashiro is Instructional Design and Systems Manager at Michigan Virtual University, where he is responsible for designing and developing online content and courses for high school students and education professionals. He has 20 years of experience in the design and delivery of online learning, and has worked with teaching and training professionals from both corporate and academic environments.

Archambault, Leanna – Leanna Archambault is an Assistant Professor at Arizona State University. Her research interests and publications center on K-12 online teacher preparation and the nature of technological pedagogical content knowledge (TPACK) in online environments.

Ash, Paul – Paul Ash is a software engineer leading a team of engineers to build and maintain their in-house game engine. He has spent much of his working career in gaming industry. He is specialized in Interface Development, Design and Implementation. AI programming for game development and Game play programming. He has served as software engineer with Emergent Game Technologies, Interface Engineer with Icarus Studios and as a Programmer with Division of Continual Learning.

Bader-Natal, Ari – Ari Bader-Natal is Chief Learning Architect at Grockit, where he leads a research-grounded, experiment-driven approach to designing learning networks. At Grockit, Ari focuses on leveraging social software to motivate student engagement and learning, with a particular focus on supporting self-paced learners outside of traditional classroom environments. Ari received his PhD from Brandeis University, where he developed game-based mechanisms to motivate appropriate challenges among peer learners.

Bagley, Robyn – Robyn Bagley serves as Board Chair for Parents for Choice in Education, a nonprofit, education advocacy organization. She is the Board Chair for the Open High School of Utah and serves on the Utah Connections Academy board. Robyn served on the DLN's Digital Learning Council. Appointed by Governor Gary Herbert, she serves on his Education Excellence Commission. Robyn served on the board of the Utah Association of Public Charter Schools.

Bakken, Brent – Brent Bakken has served the education community for 19 years as a teacher, project management, business development, administration, leadership, and training. He has recently focused on the areas of educational technology and distance learning. Currently working at Region 10 Education Service Center, Brent is the Project Manager of Course Review for the Texas Virtual School Network (TxVSN) working closely with the Texas Education Agency to assure quality online courses for all Texas students.

Ballentine, Nancy – Mrs. Ballentine joined Advanced Academics, Inc. in 2008 as Regional Director, responsible for growth and partnership opportunities with districts throughout the East. She oversees sales and client services personnel, as well as developing further partnerships and programs for school districts. She previously worked with DeVry University, AAI's parent company, since 1996. From 1986-1996, she worked with direct sales organizations and the growth of new operations within the Southwestern Company.

Ban, Eric – Dr. Eric J. Ban is currently the principal of Crown Point High School. He has been a teacher, professor or educational leadership at Indiana University, and former VP of research and development at Higher Ed Holdings. Dr. Ban has partnered with Indiana University Northwest and Purdue University Calumet to design a powerful dual credit assessment model that has received national recognition.

Barbour, Michael – Michael Barbour is an Assistant Professor in Instructional Technology and Educational Evaluation and Research at Wayne State University. He has been involved with K-12 online learning in Canada, the United States, and New Zealand for over a decade as a researcher, teacher, course designer and administrator. His research focuses on the effective design, delivery, and support of K-12 online learning, particularly for students located in rural jurisdictions.

Barrett, Jay – Mr. Barrett has been in education for 27 years – as a classroom teacher, an assistant principal, a principal, and in his current responsibilities. The past four years, he has helped grow the Texas Virtual School Network, serving on the statewide advisory committee as well as securing his school district as both a provider and receiver of online courses throughout the state. Recently, Mr. Barrett implemented the use of Blackboard Mobile Learn as a way of engaging students in online courses.

Bauernschmidt, Judy – Judy Bauernschmidt has been an educator for 22 years. She taught in traditional and online schools for nine years. She has been an administrator for 13 years. She has built K12 online and blended learning models. She worked for K12 Inc. and is now the Director of Student Online Learning for the largest school district in Colorado. Judy serves on the CDE Online Advisory Committee. Her passion for blended learning options stems from her sons benefiting from blended learning for the past ten years.

Beadle, R. – Dr. Beadle has taught all levels of students (elementary, middle school, high school, and college) and in public, international, missionary, and Christian schools. Dr. Beadle holds degrees from Taylor University and Purdue University. His doctorate is from the University of Cincinnati. He currently serves on the faculty of Indiana Wesleyan University and is the CEO of Sevenstar Academy, an online Christian School.

Beeson, Joey – Mr. Beeson holds an MS in Educational Leadership and an MS in Education (concentrations in curriculum and social studies). He is certified in K-12 administration and secondary social studies, and he has educational experience in the online, private, and international school contexts. He has been serving in the online school environment since 2008, and he is currently the Principal of Academic Affairs at NorthStar Academy.

Bell, Chris – Accomplished public school teacher and adult trainer. Extensive experience developing and delivering computer technical training, developing online learning programs, and the design and development of web sites for both public and private uses. Fluent in both Mac (OS X) and Windows environments. http://www.everythingedtech.com/.

Bender, Stacy – While working at Wolf Creek Online High School, Stacy developed the widely accepted progress based model of attendance monitoring. While there, she published an article about this model in "Distance Learning." Stacy is now Dean of Students for MN Virtual High School. She works closely with the MN Department of Education as a member of working groups and was appointed to the governor online learning advisory council. Stacy currently spends most days in courtrooms around the state.

Bennett, Jay – A former 7-12 special education teacher in Plainwell, Michigan, he has over ten years experience in online education including eight years as an online teacher for the Michigan Virtual School. He currently works for Michigan Virtual University as an Instruction and Course Coordinator, working with the online teaching staff and administration. He also presents his own Internet Safety seminars to local school districts and coaches his kids softball, t-ball and soccer teams.

Berry, Lisa – Lisa Berry is an Academic Specialist, a member of the Content Development Team, for Idaho Digital Learning Academy. Prior to her current position, Lisa was a part-time online teacher for IDLA, an adjunct instructor for Boise State University (teaching both face-to-face, and blended formats), and a middle school mathematics and computers teacher. She has a BA in Mathematics from Linfield College and an MS in Instructional and Performance Technology from Boise State University.

Bhargava, Mohit – Mohit Bhargava is President of LearningMate Solutions Canada. His graduate work in electronics and computer science led him to e-learning initiatives in the US, Canada and India. Since 1996 his work has included developing a blended learning model that has spanned 4000 classrooms, teaching, and consulting with corporate and government clients in three countries.

Bianco, Amy – Amy Bianco is an experienced classroom and online math instructor. She joined the VHS @ PWCS in 2002 and has played an integral role as a course developer, instructor and mentor over the past 9 years.

Bird, Kristin – Kristin has been principal of Sevenstar Academy since the school began in 2006. Her role has grown as the school has grown and includes mentoring, training, and supervision of the online teachers. She is currently working on her dissertation on the topic of teachers and their ability to hold student engagement in online classes. She also designs and teaches online Teacher Education courses at the higher ed level, and works as a peer mentor/trainer for the professors.

Bitgood, Greg – Greg is a visionary leader of one of British Columbia's largest online schools (over 4000 students). He is an author and a regular creator of podcasts.

Blankenbaker, Ruth – Since 1994, Ruth has served as the Chief Executive Officer of the Center for Interactive Learning and Collaboration. In addition to her work at CILC, she has served as a board member for the International Society for Technology Educators (ISTE) as a council representative for Internet2, and on the Board of Directors for the Agency for Instructional Technology.

Borland, Jennifer – Jennifer has been with Rockman Et Al since 1998 and specializes in the evaluation of new media projects and programs. Formerly affiliated with the Center for Excellence in Education at Indiana University, Jennifer also conducted research and provided training in distance learning and web-based educational resources.

Bradford, Ken – Ken Bradford is the director of the Louisiana Virtual School at the Louisiana Department of Education. Under his leadership, LVS has grown tremendously over the past few years in the number of students served and teachers working in the virtual school program. Particularly, LVS has provided instructional options to the large number of displaced students after recent hurricanes affecting the state.

Bridges, Brian – Brian Bridges is the Director of the California Learning Resource Network, a state-funded technology service that reviews electronic learning resources, free web links, data assessment tools, digital textbooks, and online courses for K-12 educators. Previously President of the Computer Using Educators Board of Directors, Brian began his career as a middle school English, drama, and computer teacher.

Brown, Regina – Regina is a doctoral candidate at the University of Wisconsin, Madison in the dept of Educational Policy Studies. She is a project assistant at The Value Added Research Center. Prior to returning to graduate school, Regina worked in various capacities in public, private and charter schools including teacher, counselor, curriculum director and principal. She helped to develop and administer several online charter schools, including Ohio's first statewide online school.

Brush-Lewis, Danielle – Since receiving her Master's Degree at ITT in 1998, Danielle Brush Lewis has been working with teachers to create student-centered classrooms that implement the 21st century skills as well as foster the use of technology. She previously served as ROE #26 Technology Coordinator and adjunct faculty at Western Illinois University. Danielle currently assists Illinois Virtual School with the development of online courses for students and creates professional development courses for educators.

Brzycki, Holly – Holly Brzycki is the Supervisor of Online Learning at the Capital Area Intermediate Unit (IU)in Enola Pennsylvania. She oversees the Capital Area Online Learning Association, a regional online learning program for 20 districts and 4 IU's. Holly assists brick & mortar school districts and IU's with implementing a variety of online learning options in order to allow for maximum flexibility and success. Ms. Brzycki holds a M.Ed. in Administration and Supervision with certification as a Principal.

Bunch, Catherine – Catherine Bunch, member of EdisonLearning, Inc. a virtual education team, leads implementations across a number of eCourse partnerships throughout the US, including the rapidly expanding partnership with Capitol Area IU in Harrisburg, PA. Specializing in implementation/operations and educational reform. An accomplished secondary teacher in multiple states, Ms. Bunch began her career as a middle school teacher and holds a B.A. from Presbyterian College, an M.Ed. from Clemson University.

Burgett, Michael – Michael has been teaching and coaching teachers online for 4 years. His numerous years teaching in the face to face high school classroom, as well at the college level, has helped him communicate and connect with students and fellow teachers. The teachers he works with appreciate his broad range of skills and ideas from which to learn.

Caldwell, Mike – Mike Caldwell is currently the Academic Director at Idaho Digital Learning Academy. Mike has been involved in online education since 2003, as an instructor, course developer, Director of Supervision and Development, and now as the Academic Director overseeing curriculum, instruction and professional development. As a former face to face instructor and high school administrator, Mike's online experience provides a well rounded experience as an educator and leader.

Call, Duane – Duane Call's roll at Agilix is to help institutions leverage technology to increase student outcomes and help teacher and administrators leverage data to improve learning models. He has worked closely with KCMSD to help design a blended learning program that can be scaled and replicated in other public school districts. Prior to Agilix, Duane was with PowerSpeak World Languages, and K12 Inc. helping schools leverage online world languages to prepare students to enter an globalized economy.

Cannon, Mark – Mark Cannon is an accomplished executive consultant with two dozen years of senior managerial experience in nonprofit and governmental settings. Mark has supported virtual education for the past seven years, having consulted across 27 states to provide board training, strategic planning, and program evaluation services involving traditional, virtual and blended school options. His prior experience includes service as executive director of the National Association of Charter School Authorizers.

Canuel, John – At Blackboard, Inc., John Canuel brings more than 30 years of experience in the use of technology to enhance teaching and learning. John helps schools effectively meet the needs of 21st century teaching and learning. Prior to joining Blackboard, John held various positions with Jeffco Public Schools in Colorado. As Jeffco's Executive Director for Educational Technology Services, John successfully implemented nationally recognized technology integration models and online learning programs.

Carone, Katie – Katie Carone is the founder and CEO of Carone Fitness, a provider of online Health and Physical Education courses (www.caronefitness.com). She has worked in the online and distance education field for 13 years in a variety of roles, including online instructor, course developer, administrator, business owner, and program director. Katie holds a teacher certification with endorsements in health, fitness, and history.

Case, Marcia – Marcia Case graduated from South Dakota State University in 2002 with a Bachelor's of Arts in English Education. After moving to Colorado, she discovered her passion for working with at-risk students at the Digital High School in Colorado Springs. To further her education in the field, she completed her Master's of Science in Instructional Technology through the University of Wyoming in 2008.

Cavanaugh, Cathy – Cathy Cavanaugh is Associate Professor of Educational Technology at the University of Florida in Gainesville. Her research and publications focus on effectiveness of K-12 online and blended environments for all students, including teaching, course design, and leadership. In 2009, she received the Education Innovator from Intel and the Innovation in Online Education award from *i*NACOL.

Chandy, Augustine – Currently Managing Director of London School of Management and Science and Director at ACL Logistics, Gus is a Private Equity & Angel Funder as well as owner of numerous successful global business ventures. An academic topper and gold medalist at school, Gus followed up his Bachelor in engineering with an MBA from IIM Bangalore and a Masters in Business and Finance from Insead, France.

Charlton, Cheryl – Dr. Cheryl D. Charlton is CEO at the Idaho Digital Learning Academy. She holds a Doctor of Educ. Administration degree, and has worked in education for 20 yrs., 17 in Educ. Administration in the capacity of CEO, COO, Ass't Superintendent & School Administrator. Cheryl also has worked in the private sector and has 7 yrs. of marketing experience. She has served on the Board of NW Assoc. of Accredited Schools (2007-2009); and as team member of NAAS, International School Accreditation (2004-2008).

Christensen, Monique – Monique Christensen is the current president of Indiana Virtual School Families and a director for the National Coalition for Public School Options. She is a passionate education advocate and volunteer that has made education reform and strengthening the promise of public schools for all children a priority. As a mother of four unique children, she understands the importance of innovation & access to quality educational opportunities in preparing children to compete in the global marketplace.

Christians, Leanna – Leanna Christians has been with Branson School Online for 9 years as a K-12 principal and teacher. She is committed to providing student focused decisions in her learning community as she supports teachers, students & families. Leanna is challenged and rewarded by meeting the needs of all K-12 learners. She believes online is a way to differentiate for students academically & socially. She has a M.S. in Admin Leadership & Policy Studies from the U of CO and a B.S. in Elem Ed from the U of OK.

Clark, Angela – As Operations Director for the Texas Virtual School Network, Angela Clark is responsible for all day-to-day operations, system development, and Help Desk functions. She has extensive experience in K-12 education including educational technology and supporting students with special learning needs.

Clayton, Christina – Christina Clayton, Ed.D., brings 14 yrs. of combined educational experience to her role as Director of Virtual Learning for the State of Georgia and the Georgia Dept. of Ed. She has teaching, course development, and leadership experience in traditional & online settings including post-secondary. Christina holds a Masters of Instructional Tech. & Doctorate of Educational Leadership. The future of the virtual learning program in GA will focus on creating a sustainable self funded financial model.

Conway, Vicki – Vicki Conway is the Director of Oaks Christian Online school (OCO), a Christian, college-preparatory, independent school located in Westlake Village, CA. OCO is dedicated to providing students a rigorous college preparatory experience and opportunities for socialization, community service, and college exploration. Vicki came to OCO from Insight Schools, a public, online high school, where she was a national teacher trainer and Insight's national teacher of the year for 2010.

Cook, Spencer – Spencer Cook is the Senior Director of Technology at Middlebury Interactive Languages, where he is responsible for all technical facets of the operation. He has worked in the online education industry since 1999, specializing in interactive and exploratory learning technologies, integrated instructional platforms and built learning management systems specifically for language learning. He worked directly with Muzzy Lane Software, the developer of our Virtual World game from its inception.

Cooney, Sean – Sean Cooney is a 17-year old Colorado Virtual Academy (COVA) graduating senior. He is founder and president of COVA's oldest HS student club and has been a member of COVA's Student Government for the past two years. Additionally, Sean has been a very active member of the Colorado Civil Air Patrol's (CAP) Valkyrie Cadet Squadron since 2006. Sean has accepted admission to CU Boulder for the fall of 2011 and plans on majoring in Astronomy.

Cotton, Rhonda – Rhonda Rochon Cotton is a 35-year educator of at-risk students as teacher, trainer, instructional supervisor, consultant, and principal. Her current role is principal of HISD's Community Services School, where students receive highly individualized instruction because they are unable to attend regular school due to illness or other circumstances. Program sites are located throughout the Houston area and integrate both the personal and the technological with students' needs.

Cougan, Monica – Monica is currently Director of CILC Business Development and K-12 Services. She has extensive experience in building collaborative network opportunities for students and educators, project development, professional development, training, curriculum, mathematics instruction, project and problem based learning, classroom pedagogy and school change which supports CILC's consulting programs.

Crabtree, Debi – Debi Crabtree is the Coordinator of Hamilton County Virtual School, a district-led virtual program in Chattanooga, Tennessee, that serves students statewide. HCVS serves full-time and part-time online students and facilitates blended learning scenarios in K-12 subjects.

Crane, Jacob – Jacob generates creative concepts for board games, puzzles, and other traditional games including rough rules and presents concepts to Design, Marketing, and Executive Management. He has previously served as Game Designer with CCP, Game designer/Writer with Icarus Studios and as Asst. Producer/Game designer with UNCG. Jacob has Strong understanding of the architecture, lighting, and texturing in levels and has developed new game title concepts for Multimedia clients

Crary, Gary – Gary is a former classroom teacher and early pioneer in the field of online learning. He launched the WorldClassroom Network in 1990 linking classrooms around the world to collaborate on curriculum activities. He worked extensively with technology-based instructional and assessment solutions. Gary now continues his passion for online learning at Advanced Academics, Inc. by partnering with districts across the country to provide true virtual learning opportunities for students.

Cray, Pam – Pam Cray, Director of Ed Services, IES Pam has held many leadership roles during her career. Outside the classroom, Pam trained over 4,000 workers for Chrysler/Jeep. She was the Center Director for Sylvan, and was the lead teacher in a Home Study program. As Academic Administrator for Chicago Virtual Charter School created a parent training program resulting in higher retention and student academic achievement scores. Pam serves on an *i*NACOL committee.

Crull, Trisha – Trisha graduated from Illinois State University with a BA in Spanish Education and Minor in Applied Computer Science. She completed her MBA in Marketing from the University of Phoenix. Trisha has traveled extensively through Latin America teaching computer software to users in language for Caterpillar. She recently made a career change to online education.

Currie, Robert – Robert Currie is the Executive Director of the Montana Digital Academy (MTDA) at The University of Montana. MTDA served over 4500 online student enrollments in its first year of operation 2010-11. Prior to starting MTDA he was the Executive Director of the Michigan Virtual School and held numerous positions in K-12 education. He is active in the U.S. online school movement currently serving on the advisory board of the Monterey Institute for Technology in Education and as a presenter at VSS.

Nelson, David – David Nelson is founder of MorVid Interactive, a mobile development company that specializes in building marketing and communication mobile applications for all mobile platforms (iPhone, Android, Windows Mobile 7, Symbian OS, Java ME, etc.). David is also a co-author of "Mobile 3D Game Development: From Start to Market"(Charles River). David also worked as a mobile application developer at Purdue University.

Esselman, Mary – Dr. Esselman's career has included work with at-risk students across a variety of urban settings She has helped develop a number of innovative educational programs including cross-age tutoring, a model science program for prisons, and real-world cooperative learning for urban high school students. In Kansas City, she has worked to develop an integrated system for teachers which hosts curriculum, instructional resources, assessments, on-demand professional development and student interventions.

Damelin, Daniel – Daniel Damelin has worked in the field of education for 17 years, as a teacher, curriculum and software developer, teacher trainer, and educational researcher. He triple majored at Tufts in Chemistry, Computer Science, and Environmental Studies, and continued to get a Masters in Teaching. Currently an employee of the Concord Consortium, he has worked on numerous projects, primarily funded by the National Science Foundation, with a focus on computer-based resources to enhance student inquiry.

Davidson, Hall – Hall Davidson has taught both K-12 and college. He left the classroom to teach math on television then produced educational series. The college district where he taught was one of the leading suppliers of video-based distance learning for decades. With a team he founded Kitzu.org, a resource of free online kits with media. He has been on advisory boards and committees for organizations as diverse as the Academy of Television Arts and Sciences and the California School Library Association.

Daw, Representative Brad – Utah State Representative Daw was the House Sponsor for SB65, Statewide Online Education Program.

DeHoff, Randy – Randy DeHoff served on the Colorado State Board of Education from 1999 through 2010. In February, 2005, after 30 years in the aerospace industry, he was appointed as the Executive Director of the Colorado Charter School Institute, a statewide chartering authority. In 2010, after leaving CSI, he became the Director of Strategic Growth for GOAL Academy, an online charter school serving at-risk youth. He also serves on the Board of Directors of Colorado Virtual Academy, a K12 online charter school.

DePalma, Kathleen – With 34 years in education, Kathy DePalma has both classroom & administrative experience in both the traditional & online environments. She holds a BA in English from Fairleigh Dickinson University & Masters in Ed Leadership from William Paterson University. She served as a middle school principal & Director of Instruction at Florida Virtual School (FLVS). Currently, as an Instructional Leader, she manages the Emerging Leader Program developing Instructional Leaders (principals) of the future.

Deer, Joyce – Joyce is a 25 yr teaching veteran with a BS in math, minors in chemistry, computers and secondary education, 18 hrs in higher math and an MS in instr tech from the U of S Mississippi. She has received the Radio Shack Technology Teacher of the Year (2002), MS Technology Teacher of the Year (2002), NSF Math Pres Teacher (2005), and $50,000 in grants, including a $25,000 E-Instruction 21st Century Award. She is excited about online education and the possibilities it offers to both traditional and non-traditional students.

DiPietro, Meredith – Meredith DiPietro is an Assistant Professor of Instructional Systems Technology, College of Education, University of North Carolina Charlotte. Her research incorporates theories of psychology and pedagogy to investigate the integration of digital technologies into on- and off-line educational environments. She has extensive experience working with virtual schools and is currently researching the pedagogy of virtual school teachers to develop a virtual school professional development framework.

Doering, Lori – Lori has served public school students in the middle and high school classroom through regular, Advanced Placement, Gifted and Talented, and curriculum programs for 16 years. Lori has a B.S. in Mathematics from Howard Payne University and M.Ed. in Educational Leadership from Regis University.

Elliott, Diane – Diane lives in Houston and is the Assistant Director of Education for Laurel Springs School. She taught for five years in a traditional brick and mortar school before moving to online teaching eight years ago. She has led the way in building virtual communities for two different online schools and believes that creating a sense of community is what helps make online learning successful.

Eshleman, Ronda – Ronda Eshleman is the Principal of Indiana Online Academy which offers over 55 accredited online high school classes in partnership with 198 high schools across IN. She is a 2008 graduate of the National Staff Development Council Academy and is a former executive board member for the IN Staff Development Council. She has twice served as facilitator for the two-year Central IN Teacher Leadership Academy and is currently Co-President of the IN Curriculum and Instruction Association.

Evans, Julie – Julie Evans has been CEO of Project Tomorrow since 1999. Ms. Evans is a graduate of Brown University and serves on the Board of Directors of Project Tomorrow, ISTE and the TechAmerica Foundation. She is a frequent speaker, writer and commentator on children, education, science and technology issues. In April 2008, Ms. Evans was named as one of the Top Ten Most Influential People in Education Technology over the past 10 years by eSchool News.

Farrace, Bob – Bob Farrace, Senior Director for Communications and Development at National Association of Secondary School Principals, oversees knowledge management and public relations efforts at NASSP, a 30,000-member national organization dedicated to the professional needs of principals and assistant principals in middle level and high schools.

Fernandez, Rose – Rose Fernandez, the Executive Director of the National Parent Network for Online Learning, is an activist for digital learning and school choice. She serves on Digital Learning Now, the National Coalition for Public School Options and School Choice Wisconsin. Her children have been in public online schools since 2003. With a master's degree in Pediatric Nursing, she was a trauma nurse and hospital administrator. She and her husband are raising their five children in Wisconsin.

Field, Westley – Westley is the Director of the Skoolaborate Initiative and Director of Online Learning at MLC School in Sydney, Australia. Westley presents internationally on Future Schooling, Blended and Hybrid Learning, Education in Virtual Worlds, Making 1 to 1 work, Heuristics of implementing elearning world and Leading in a Flat World.

Fila, Jon – Jon Fila is an Online Learning Facilitator and Innovation Coach for District 287. He has been teaching face-to-face and online in grades 2-12 at private, public and ALC schools as well as at the college level. Jon provides Moodle Administration and staff development in Web 2.0 Tools and Development of Online Courses. Jon also developed a MN approved online learning program. In his free time he works as a consultant and is the co-creator and Admin of http://moodleshare.org.

Fitzpatrick, Jamey – Jamey Fitzpatrick is the President and CEO of Michigan Virtual University. Previously, Jamey served as the director of technology for the Michigan Department of Education, where he was the lead architect of the states 1998 technology plan. Jamey also worked for Saginaw Intermediate School District as a REMC Director and in the private sector for Pitney Bowes Corporation. Mr. Fitzpatrick serves on the Board of Trustees for Olivet College in Michigan, as well as the Michigan 4-H Foundation Board.

Fortney, Bob – Bob Fortney, a 34-year education veteran, is one of the original founders of the Kentucky Virtual High School and is currently involved with professional services to adults that include online professional development and communities of practice. He serves as State Manager for the e-Learning for Educators federal grant promoting online professional development.

Franks, Bernard – Dr. Bernard Franks has been a science teacher with Butler Tech Online since its inception in 2003. He is currently responsible for the online physical science courses and is developing a variety of innovative techniques for instructional delivery, including the use of video games to achieve learning objectives.

Frederickson, Linda – Linda Frederickson directs the marketing, advertising, sales and branding initiatives for Michigan Virtual University (MVU). Prior to joining MVU, Ms. Frederickson held senior marketing positions for companies in three different industries. She was responsible for building the marketing infrastructure in two very successful organizational start-ups. In her 25-year career, Ms. Frederickson has been recognized with one international marketing award as well as more than 20 AAF advertising awards.

Freels, James – James Freels is a graduate of Mississippi State U and a 35 yr veteran of classroom teaching from the elementary to the college level. For the past 5 years he has been an online teacher and peer coach for both the Mississippi Virtual Public School and currently Sevenstar Academy. He brings a variety of creative and technical skills along with the professional expertise and maturity to the task of meeting the needs of virtual students all over the globe.

Freidhoff, Joseph – Joe Freidhoff works as the research manager at the Michigan Virtual University. He holds a doctorate in educational technologies from Michigan State University.

Frey, Barbara – Barbara Frey, M.A. is the founding principal of the Colorado Connections Academy, a national provider of virtual public schools. She currently maintains her ties to Connections Academy working as a consultant and Manager of Professional Outreach. During the last several years, Mrs. Frey has focused on educational technology and problem based learning to provide students with targeted individualized instruction. She has presented extensively on this subject at national education conferences.

Frick, Heather – Heather was born and raised in Colorado. She attended Metropolitan State College of Denver and University of Colorado Denver and has her degrees in History/Secondary Education and Special Education. Heather has taught online for seven years and values the flexibility that it offers students.

Friend, Bruce – Bruce Friend is the Director of SAS® Curriculum Pathways®. He was the chief administrator of two state virtual schools and instrumental in the successful launch of district and independent online programs. He serves as an industry expert to education and government leaders across the U.S. He was honored with the "Most Outstanding Achievement in Distance Education" award by the US Distance Learning Association. Prior to joining SAS, Bruce was the Vice President of *i*NACOL.

Frost, Andy – As Group Product Manager, Andy Frost is responsible for managing PLATO Learning's investments in online curriculum and delivery platforms for the K-Adult markets. During his five years at PLATO, he has helped expand PLATO's offerings to better meet the needs of virtual schools, including new Advanced Placement courses, a completely refreshed set of high school science courses, and a redesigned 21st century learning management system. In that role, he has been a presenter at various conferences and consulted with district administrators in over a dozen states. Previous to his work at PLATO, Andy advised several educational technology and software start-ups. Andy holds a BS in Computer Science from Brigham Young University and a MBA from the Tepper School of Business at Carnegie Mellon.

Gagliolo, Camilla – Camilla Gagliolo is the Instructional Technology Coordinator at Arlington County Public Schools (VA), focusing on mobile learning and student empowerment through media production. She organizes workshops for technology coordinators and teachers in the Washington Metro Area and provides PD for technology educators worldwide. Camilla is an Apple Distinguished Educator community member and was recognized as NSBA 20 to Watch, Smart Exemplary Educator, Discovery STAR, and Great Books Great Teacher.

Gallagher, Katie – Katie Gallagher has taught high school classes online since 2001 for the Indiana Online Academy and Cathedral in Indianapolis. She taught online for Johns Hopkins University Center for Talented Youth from '04-'07 as well. She graduated magna cum laude with a B.A. in psychology from the University of Notre Dame in 1996 and earned her M.S. in Educational Technology at Indiana University in 2003. She is a 2007 recipient the IPALCO Golden Apple Award.

Garn, Myk – Myk directs the SREB Educational Technology Cooperative which provides information and analysis on the potential impact of educational technology to guide schools, colleges, state education agencies, and legislative policy makers as they create and expand effective uses of technology.

Gehrett, Matt – Matt Gehrett is deeply involved with teacher professional development and technology. He began his career as a secondary math/computer teacher. In 1998, he joined the Kern County Superintendent of Schools, to coordinate technology staff development for teachers. Today, Matt directs the Office of Continuing Education at Fresno Pacific University, which delivers professional development to over 12,000 educators a year. He is pursuing an EdD in Ed Leadership, with an emphasis in virtual learning.

Gemin, Butch – Butch Gemin, Evergreen Education Group, has over 20 years experience in online learning, educational software and publishing. He held executive positions with 2 innovative nonprofit organizations, the Monterey Institute for Technology and Education and Prometheus. Butch is a co-author of the Promising Practices in Online Learning series and the Keeping Pace report, and has consulted with state virtual schools, state education agencies, district programs and other educational organizations.

George, Sajan – Sajan is the CEO and Founder of Matchbook Learning Solutions, Inc., a unique hybrid school management organization targeting our nation's bottom 5% public schools with hybrid learning solutions. Prior to founding Matchbook Learning, LLC, Sajan was a Managing Director with Alvarez & Marsal where he led the Firm's Education Practice. In that role, Sajan turned around several of our nation's largest urban K-12 public school districts including New York, Washington, DC, and New Orleans.

Gill, Linda – Dr. Linda Gill is an instructor with the Illinois Virtual School. She has a PhD in Education and a Masters in Writing Curriculum for Technology. Her research includes the viability of online learning for Middle School students and writing online curriculum for use by special needs students. She is a member of the Program committee of *i*NACOL. Additionally, she has over 30 years experience in the teaching field, both online and brick and mortar.

Gillis, Lisa – Lisa Gillis, President Integrated Educational Strategies, works as Director of the Digital Learning Council to formulate national policy principles for digital strategies, and is chair of *i*NACOL's Advocacy and Issues Committee. She served as teacher, school administrator, and leader in K12 Inc., CAVA, and Insight Schools. She advised state departments of education on e-learning. Lisa co-authored "Virtual Schooling: A Guide to Optimizing Your Child's Education."

Glick, David – Dave Glick is a Minnesota-based independent consultant specializing in online education particularly for those serving minority and disenfranchised student populations. He also works extensively with urban bricks & mortar schools, assisting with turnaround efforts. He is the Executive Director of GLBTQ Online High School and the co-author of *i*NACOL's website, "How to Start an Online Program."

Gottschalk, Maria – Maria Gottschalk has years of experience in online learning program support utilizing various LMS/SIS structures. After working at the Illinois State Board of Education in other capacities, her interest in online learning began in 2000 when a statewide virtual school was established. She was hooked! Her nuts-and-bolts program experience in areas of registration and enrollment, course platform structure and usage, and LMS/SIS integration has only served to strengthen her belief in the value of virtual learning.

Gray, Deborah – Deborah oversees curriculum and professional development for SAS Curriculum Pathways. As a management team member, she advocates for resources and features to meet educators' instructional needs. Her decisions are informed by her teaching experience, ongoing communications with master teachers, and technology research. Deborah and her team also deliver professional development that prepares educators to integrate digital content into instruction.

Gregory, Christine – Christine Gregory began teaching high school sciences in 1996 as the only digital native in a rural school which just purchased their first internet access. In 2003 she completed an online master's degree in Space Studies with a blended residency component. Soon Gregory was teaching in traditional, online and blended modes. When Illinois Virtual High School became Illinois Virtual School, Gregory moved to full time online employment working as an Instructor and Technical Support/Design Lead.

Hamblin, Cindy – Cindy directs the Illinois Virtual School, an initiative that provides leadership in online learning by expanding course opportunities for grades 5-12 students and professional development offerings for educators throughout the state.

Hamilton, Kellie – Mrs. Hamilton is the Director of Curriculum and Instruction with a focus on elementary for the National Network of Digital Schools. Her duties include managing the development and instruction of Little Lincoln and Lincoln Interactive grades 3-6. She received her B.S.B.A. from Ohio State University and a master's in strategic leadership from Mountain State University. She grew up in a family of educators and was drawn to education based on her desire to help children learn effectively.

Handwerker, Cheryl – Cheryl Handwerker is the Manager of Pupil Services for Commonwealth Connections Academy in Pennsylvania. Cheryl has over seven years counseling experience, and has been with Connections Academy since 2008. She received a Bachelor of Science in Psychology and a Master of Education, with a Concentration in School Counseling from Liberty University.

Har, Gila – Gila Ben-Har is the Executive Director of CET, Israel's largest educational NGO and the leading player in development and introduction of both printed and digital content for teaching, learning and assessment. She is a member of the first graduating class at the Mandel School for Educational Leadership in Jerusalem. Ms. Ben Har received her Bachelor's and Master's degrees from Bar-Ilan University, specializing in curriculum, educational administration and technology in education.

Harr, Jennifer – She has worked in online education for the past eight years both at the college and K-12 levels in course development and content delivery. Jennifer has worked in both the private (K12) and public sector (CCConline and J21VCA) setting up virtual communities. She has a masters in nursing and with an emphasis on adolescent psychiatric care which she feels has enabled her to understand and develop programs that foster students with feelings of confidence based on their stages of psychosocial development.

Harrington, Christopher – Christopher Harrington is the Director of Virtual Education Services for Bridges Virtual Education Services (a nonprofit joint venture between the Quakertown Community School District and the Bucks County Intermediate Unit #22 in Pennsylvania). Currently enrolled in a doctoral program in Education Leadership at Immaculata University, Chris holds a Bachelor's degree in Technology Education from Millersville University, and a Master's degree in Instructional Technology from Kutztown University.

Harris, Stephen – Stephen Harris has presented at many conferences in the last decade. Key topics have been strategies for shifting school leadership and pedagogy to a 21st century context; establishing an online and blended learning program and more recently on the importance of learning space design. Stephen has been the Principal of NBCS, Sydney since 1999 and in 2005 founded SCIL, a research and innovation unit within the school. NBCS has around 1200 day students (hybrid learning context) + 350 online students.

Hassel, Bryan – Bryan Hassel consults nationally with leading public agencies, nonprofits and foundations. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and human capital in education. His work has appeared in Education Next, Education Week and numerous other publications. Dr. Hassel received his doctorate in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar.

Hendrick, Kim – Kim Hendrick is a dynamic educator, virtual course developer, and trainer with over twenty years of professional experience in facilitating, project management, presenting and training delivery at both a local and national level. She has trained hundreds of teachers throughout Indiana and across the nation through videoconferencing, web and face-to-face instruction. Her passion for education and technology led her to the Indiana Online Academy as Program Manager.

Henry, Donna – Donna Henry has served public school students for 16 years as a teacher, instructional specialist, and curriculum supervisor. In her current position as the Secondary Language Arts Supervisor for Lewisville ISD, she strives to find innovative and disruptive ways to provide meaningful staff development to the district's 450 ELA teachers. Donna received degrees from Claremont Graduate School and Texas Woman's University and has presented at local, state, and national conferences.

Hernandez, Alex – Alex Hernandez is a partner at Charter School Growth Fund, a venture philanthropy that provides growth capital for high-performing charter school networks. He leads CSGF's "next-generation" learning investments in blended learning programs. Alex is a former Area Superintendent for Aspire Public Schools, worked as a Broad Resident at Portland Public Schools, and taught high school math at View Park Prep High School in Los Angeles. He has an MBA and Masters of Education from Stanford University.

Hess, Frederick – An educator, political scientist, and author, Rick Hess studies a range of K-12 and higher education issues. He is the author of influential books on education, and his work has appeared in numerous scholarly and popular outlets. He has edited widely-cited volumes on education philanthropy, stretching the school dollar, the impact of education research, and No Child Left Behind. He holds an M.A. and Ph.D. in Government from Harvard University as well as an M.Ed. in Teaching and Curriculum.

Hicks, Mark – Mark is responsible for leading secondary school review efforts for the NCAA Eligibility Center and is credited with developing key relationships with members of the secondary school community, including *i*NACOL. He is a veteran English instructor and football coach of almost 10 years. Mark has published articles on academic fraud and is admitted to the Indiana and Vermont bars. Mark holds a B.A. in English from the UNC Wilmington and a J.D. from Vermont Law School.

Hitchcock, Todd – Mr. Hitchcock has been working in the educational technology field for the past twenty years. He has held a number of leadership roles in the United States and Canada including Technology Officer for a large suburban school district, Director of Account Management at eCollege, Vice President of Global Services at Florida Virtual School and for the past three years, Vice President of Online Solutions for Pearson Education. Mr. Hitchcock is an advocate for educational improvement through innovative technologies and currently is on the Board of Directors for the International Associate for K-12 Online Learning (*i*NACOL) and the United States Distance Learning Association (USDLA).

Horn, Michael – Michael B. Horn is the co-founder and Executive Director of Education at the Innosight Institute, a not-for-profit think tank devoted to applying the theories of disruptive innovation to problems in the social sector. Michael is the co-author of Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns, with Harvard Business School Professor and bestselling author Clayton M. Christensen.

House, Traci – Traci is the Director of Technology at Joplin Schools in Missouri. Traci has worked in the district for 17 years and serves on the Joplin Schools Leadership Council. Traci is also a certified IBM Systems Analyst and spent 11 years as an IBM Education Consultant, presenting at multiple conferences over the years. Traci earned a BA in Business Administration at Missouri State University.

Hsu, Yu-Chang – Yu-Chang Hsu is Assistant Professor of Educational Technology at Boise State University. His research interests include designing web-based learning environment, assessing the impact of emerging Web 2.0 technologies on learning and instruction, and collaborative mobile gaming for K-12 STEM learning.

Hummell, Frank – Frank Hummell is a qualified Secondary School Principal in the province of Ontario. He is currently employed at the Upper Canada District School Board as ePrincipal, and Principal of the TR Leger School of Adult, Alternative and Continuing Education.

Hung, Jui-Long – Jui-long Hung is an Assistant Professor in the Department of Educational Technology at Boise State University. His research focuses on Educational Data Mining/Text Mining and 2D/3D data visualization. He is a researcher for the Center for Advanced Analytics and Business Intelligence at Texas Tech University and the Center of Financial Intelligence and Engineering at Southwestern University of Finance and Economics, China.

Jacob, Brian – Brian A. Jacob is Walter H. Annenberg Professor of Education Policy, professor of economics, director of the Center, for Local, State, and Urban Policy in the Gerald R. Ford School of Public Policy at the University of Michigan, faculty research fellow at the National Bureau of Economic Research, and executive committee member of the National Poverty Center.

Johnson, Andrew – Andrew Johnson is entering his 17th year of teaching at Avon High School, west of Indianapolis. He received his bachelors degree in Economics and English from Indiana University in 1989. In 2001, he received his Masters in Education from Olivet-Nazarene University. He has taught numerous classes for the Indiana Online Academy since 2007.

Johnson, Karen – Karen Johnson has coordinated online learning policy at the state-level with the Minnesota Department of Education. At SOCRATES she directs a regional online learning program that has joined with other regional programs in the state to share and develop effective practices resulting in improved outcomes for online students and teachers. She also serves on the State Online Learning Advisory Council and is a member of the Minnesota Online Learning Alliance and the Minnesota Learning Commons.

Johnston, Hope – As the extended-day and virtual-learning coordinator, Hope Johnston empowers school-based distance-learning advisors to ensure student success in all online-learning programs. Ms. Johnston provides professional development, organizing and coordinating district efforts for over 5,000 enrollments per year, overseeing the new e-Learning Academy, and collaborating with over forty schools. She serves on the NCVPS technology advisory board, school services and support committee, and advisory board.

Jones, Gina – Gina Jones is the Administrative Coordinator for the Prince William County Virtual High School. She has been part of the online learning community since 2000 starting as an online course developer and instructor. In 2003 Gina became the Administrative Coordinator and has supervised the expansion of the program with 800+ students enrolled in 21 courses per year. Gina holds a M.Ed. in Instructional Technology and has experience as a high school social studies teacher, mentor, and consultant.

Jones, Ian – Ian Jones began his career in education as a middle school teacher in North Carolina. His most recent role as an instructional technologist has focused professional development, instructional systems design, teacher/administrator support, grant design/implementation, 21st century education, and infusing technology into brick & mortar classrooms. He earned his B.A. in Education, Theater Arts, and Social Studies and an M.S. in Instructional Technology through the University of North Carolina system.

Kasales, Camilla – Cam has spent the last 21 years in education. 19 teaching secondary math in the traditional brick and mortar setting and the last 2 1/2 years teaching and administrative work in the cyber environment. She earned her BA in math from the University of Richmond, her teaching certificate and her M ED in teaching and curriculum from Penn State University, her ELL certification from Millersville University and her Principal certification from Drexel University.

Kastle, Kenneth – Kenneth Kastle, Ed.D is the Deputy Executive Director for Middle States Association of Colleges and Schools, Commission on Secondary Schools.

Keenan, Carol – Carol Keenan is the Director of Virtual Education for the NC Association of Independent Schools. She coordinated the creation, development, and implementation of NCAIS Virtual. This consortium offers professional development training and a comprehensive array of online resources. She has 25 years of experience in education and has served as a Visiting Chair for SAIS and AdvancED. In her current role, Carol works closely with NCAIS schools to promote their success with virtual education.

Kelleher, Cheri – Cheri Kelleher serves as Virtual Schools Program Coordinator for the Virginia Department of Education's Virtual Virginia program. In this role, she coordinates the operations of the Commonwealth's virtual Advanced Placement school. She has presented at both state and national conferences on a number of educational technology topics as well as led project teams in the development of online curricula.

Kelly, Rebecca – Rebecca Kelly is the High School Librarian for the Quakertown Community School District located in Bucks County Pennsylvania. Rebecca has served as a technology coach working with district's virtual education and 1:1 netbook programs over the last three years. She holds a master's degree in Library and Information Science from the University of Pittsburgh and an education degree in comprehensive social studies from Bloomsburg University.

Kennedy, Kathryn – Kathryn Kennedy is an Assistant Professor at Georgia Southern University. Her research includes pre-service and in-service teacher professional development and technology integration for traditional and online learning environments. She was winner of the 2010 *i*NACOL Online Learning Innovator Award for Important Research by a Student and the 2011 AERA Division K Outstanding Dissertation Award for her study on pre-service teachers' field experiences in K-12 online learning programs.

Kielkucki, Marcel – Marcel has worked with Kirkwood Community College since 2006, being named Director of High School Completion Programs in 2010. Kirkwood High School Distance Learning partners with schools across Iowa to provide online, packet, and interactive TV courses. He also recently completed a term as the Midwestern *i*NACOL co-chair and was also an initial American History Teacher for Iowa Learning Online. He received his BA in Secondary Ed. and Social Sciences American Govt from Mount Mercy University.

Kinsella, Jim – Jim Kinsella began his online ventures at University High School in Bloomington, Illinois. Jim was involved with the Illinois Virtual High School from its inception in 2001 through its transition to the Illinois Virtual School where he currently teaches. As a member of IVHS he was the Coordinator of Instructors and teacher of several Social Science courses. In addition to teaching for the IVS Jim also teaches with Northwestern University Gifted Learning Links and Sevenstar Academy.

Kipp, Kristin – Kristin Kipp is the SREB/*i*NACOL National Online Teacher of the Year for 2011.She has been an English teacher for the last nine years and currently teaches 11th and 12th grade English full-time online for Jeffco's 21st Century Virtual Academy. In the past she has taught eighth through twelfth grades, both virtually and in a face to face classroom. She has a Masters of Education in Secondary Education with a graduate minor in English from the University of North Texas.

Klein, Jennifer – Jennifer Klein is a Social Studies Teacher at Open High School of Utah. She is the creator and lead teacher for the Freedom Riders TwHistory reenactment, occurring in May 2011. She lead twelve students in taking on the persona of real historical figures and reenacting several of the Freedom Rides with tweets, using Twitter. In addition, she has created teacher professional development materials to help train teachers in creating and implementing their own TwHistory event.

Lawless, Edward – Ed Lawless' career in education spans four continents and almost 30 years. He has been a teacher of English and senior school administrator in the US, France, Singapore, and Australia. He joined Pamoja Education in July 2010 as Principal after serving five years as Head of Professional Development for the International Baccalaureate's Asia Pacific Region. Working in close cooperation with the IB, Pamoja Education develops and delivers a wide range of IB Diploma Programme online courses.

Lawrence, Mike – Mike Lawrence has been impacting education as a Teacher, Administrator, Technology Coordinator and nonprofit Leader for close to twenty years. He assisted in the development and launch of the Discovery Educator Network (DEN) and co-founded the Google Certified Teacher program. He is currently Executive Director of Computer-Using Educators (CUE.org), the first *i*NACOL affiliate. In 2010, he was elected to the ISTE Board of Directors.

LeClaire, Briana – Briana LeClaire is passionate about empowering parents to become their own best advocates for school choice. She serves on the board of the National Coalition for Public School Options, an organization supporting and defending parents' rights to access the best school choices for their children. She also works as an education policy analyst for the Idaho Freedom Foundation. Briana and her husband Tom have three children who have been enrolled in an online public school for nearly nine years.

Leavey, Susan – Susan Leavey is the Supervisor of Instruction for the Virtual High School Global Consortium (VHS). She is responsible for VHS instructor training, faculty advising and course delivery support. Susan has designed and taught VHS courses, including History of Photography and Caribbean Art History. Prior to joining VHS, Susan spent 33 years teaching in the Marlborough Public School system in Massachusetts where she served as their VHS teacher for more than 10 years.

Leichty, Reg – Reg Leichty is a partner at EducationCounsel LLC and Nelson Mullins Riley & Scarborough in Washington, D.C. He practices education law with a focus on the critical issues intersecting education, technology, and telecommunications policy. Mr. Leichty earned a Juris Doctor from the George Washington University Law School in 2001 and his bachelors degree from Cornell University in 1995. Mr. Leichty lives with his wife and two children in Arlington, VA.

Leonard, Jan – Jan Leonard is a consultant for Two Rivers Professional Development Center and has a masters degree in instructional technology and telecommunications from Western Illinois University. She is also a graduate of National Staff Development Council's Academy X and an adjunct professor for Aurora University on differentiation and technology integration. Jan trains in blended technology integration and literacy, standards alignment, and is transitioning into online professional development.

Levi, Guy – Guy Levi is the ICT Products Director at the Center for Educational Technology and in the last 20 years was involved in major ICT based educational projects and programs in Israel. Mr. Levi is an expert in integrating technology and pedagogy, drawing on his experience in development and implementation methodologies. Mr. Levi holds a Master's degree in Sociology from the New School for Social Research in New York and is a graduate of the School for Educational Leadership in Jerusalem.

Lewis, Danielle – Since receiving her Master's Degree in ITT in 1998, Danielle Brush Lewis has been working with teachers to create student-centered classrooms that implement the 21st century skills as well as foster the use of technology. She previously served as ROE #26 Technology Coordinator and adjunct faculty at Western Illinois University. Danielle currently assists Illinois Virtual School with the development of online courses for students and creates professional development courses for educators.

Lile, Benny – Benny Lile has just completed his 26th year in the field of education, the last 17 of which have been in the Barren County (KY) school district. He holds a BS degree from the University of Kentucky & an MA from Western Kentucky University. He is currently a doctoral candidate at WKU. During his time in Barren County the district has become state & nationally recognized as an innovative district, taking the lead in such areas as student acceleration, instructional technology, & online learning.

Lin, Margaret – Margaret Lin is a consultant specializing in charter school accountability, governance, authorizing and policy. She co-founded and served for two years as executive director of the National Association of Charter School Authorizers. She has authored numerous resources and publications to assist and improve the practices of charter schools and authorizers. Margaret received her B.A., magna cum laude from the University of Illinois at Champaign-Urbana. She holds a J.D. from Stanford Law School.

Linkow, Tamara – Tamara Linkow is a Senior Analyst in the Education group at Abt Associates. She received her M.A. in Quantitative Methods in the Social Sciences from Columbia University and her Ph.D. in Politics and Education from Teachers College, Columbia University.

Lopez, Gary – An experienced educator, author, media developer and social entrepreneur, Dr. Gary Lopez leads the efforts of the nonprofit Monterey Institute for Technology and Education (MITE). This mission-driven organization strives to help meet society's need for access to effective, high-quality educational opportunities in an era of rapid economic, social, and personal change.

Lowes, Susan – Susan Lowes is Director of Research and Evaluation at the Institute for Learning Technologies and Adjunct Professor in the program in Computers, Communication, Technology, and Education at Teachers College, Columbia University. Her research and publications center on the interactions between teachers and students and among students in online classes and classrooms.

Luetzelschwab, Mark – Dr. Mark Luetzelschwab has been a pioneer in instructional technology for over twenty years. His award-winning, innovative educational software projects, such as BrainHoney, Epic Learning System, VideoPoint, LITEC, and the Online Teacher Reading Academy, have been used across the globe to inspire high school students, study physical motion, apply engineering skills, improve K-4 reading instruction, train soldiers and provide eLearning opportunities to underserved populations.

MacDonald, David – Dave MacDonald is a qualified Secondary School Vice-Principal in the province of Ontario. Dave is currently employed at the Upper Canada District School Board as District eLearning Contact (DeLC) in charge of teacher and student support for eLearning and as Vice-Principal of the TR Leger School of Adult, Alternative and Continuing Education.

Mackey, Katherine – Katherine Mackey is a Research Fellow in Innosight Institute's Education Practice. Previously, she was an eleventh-grade English teacher at a public school in Utah. She is the co-author of a strategic five-year Academic Master Plan for Salt Lake Community College and has assisted with the formation and writing of professional development packets for the Utah State Office of Education. Mackey holds a BA in English and French from Wellesley College and an MA in Education from Harvard University.

Mangieri, Jackie – Dr. Jackie Mangieri is a Regional Assistant Dean with the College of Education at the University of Phoenix. She is also an experienced online high school teacher and college professor as well as a peer coach and mentor. In addition, Dr. Mangieri has done consulting work in the area of online professional development and curriculum development, with a particular emphasis on the use of Web-based tools and differentiated instruction for online learners.

Mapes, Misty – Misty Mapes has taught secondary English for 16 years in traditional, blended, and online classrooms. She also developed several online courses and mentored online instructors. In addition, she has been a student in undergraduate and graduate-level online courses. As a result, she became familiar with multiple course management systems, including eCollege, Desire2Learn, Apex, Class.com, Moodle, Blackboard, WebCT, and NiceNet, from the perspective of student, developer, and teacher.

Marshall, Laurie – Laurie Marshall is Manager of Student Services, as well as the District eLearning Contact (DeLC) with the Upper Canada District School Board.

Martin, Patty – Patty Martin grew up in lovely Boulder, CO and attended college at Metropolitan State College and Regis University with degrees in literature and writing. Her teaching experience includes four years in a brick and mortar middle school and is in her tenth year of teaching online.

McClure, Jo – Jo is the director of a regional online learning program in northern Minnesota, Infinity Online. Through Jo's commitment, three regional programs joined together to launch a statewide student information system to track online student registration and course engagement. She has also worked on several other statewide projects and collaborative initiatives.

McCray, TJ – Before coming to Connections to work with blended and homebound programs, TJ McCray taught English in the Channelview (TX) Independent School District for 3 years and the Houston Independent School District for another 4 years. He is also an adjunct professor at Houston Community College and San Jacinto Community College as a speech professor.

McRae, Johnice – Johnice McRae has over 15 yrs experience in the field of Education. She earned her B.S. in Marketing from Hampton University, her M.Ed. in School Counseling from the University of West Georgia and her Ed.S. in Administration and Supervision from Lincoln Memorial University. She has been with Georgia Virtual School since 2008 and sits on the Board of Directors for Georgia Distance Learning Association. Johnice is currently the Associate Director of Business Planning for Georgia Virtual Learning.

Medler, Alex – Alex Medler has been a national expert on charter school policy since the opening days of the movement, analyzing the first laws in 1992. He is a founding board member and current board chair of the Colorado Charter School Institute and received an Expert Appointment to the U.S. Department of Education in 1997. Alex earned his Ph.D. (political science) from the University of Colorado at Boulder, and a B.A. (politics) from the University of California, Santa Cruz.

Mehl, Kathy – Kathy is a Special Education Teacher for the Lawrence Virtual School, the largest virtual school in Kansas. Kathy received her undergraduate degree in Elementary Education and masters degree in Special Education from the University of Kansas. Kathy has been an educator in Lawrence Public Schools for over 25 years. Her teaching experience includes both general education and special education, ranging from mild learning disabilities to functional academics.

Mergendoller, John – John Mergendoller is the Executive Director of the Buck Institute for Education. His professional career has included teaching, research and evaluation, curriculum, pedagogical and professional development. John has been published extensively in many peer-reviewed journals as well as contributing chapters to many books. John received an A.B. in Letters from Wesleyan University, an Ed.M. from Harvard Graduate School of Education, and a Ph.D. in Education and Psychology from the University of Michigan.

Messenger, Michele – Michele Messenger, formerly Administrator of Online Instruction, ran and grew a NYS student online program for 4 years. This former School Library Media Specialist earned an online MLS from Syracuse University, an online MEd from Walden University, and a BAM MEd Leadership from St. John Fisher College. Michele is a certified administrator in NYS, currently a Doctoral Student at Capella University (online), approaching the dissertation phase of a PhD in Instructional Design for Online Learning.

Midgley, Steve – Steve Midgley is the Deputy Director of Education Technology at the US Department of US Department of Education. His principal areas of focus are data transparency, digital interoperability and online learning. Prior to arriving at Education, he was the Director of Education at the FCC, where he headed the team which developed the Education chapter of the National Broadband Plan. Prior to government service he was the principal of Mixrun, a CTO consultancy for a number of for-profit and education agencies.

Millar, Margaret – Margaret Reed Millar works in Standards, Assessment, and Accountability for the Council of Chief State School Officers. As part of her work, Margaret helps lead the EdSteps initiative and helps support states in the implementation of the Common Core State Standards.

Miller, Andrew – Andrew currently serves as an online education and consultant traveling nationally, training educators and presenting at conferences around his areas of expertise including game-based learning, project-based learning and culturally responsive teaching. He has taught both online and in the brick and mortar setting. He presents and writes for a variety of organizations including the Huffington Post, Edutopia, ISTE, ASCD and the National Association of Multicultural Education.

Miller, Sue – Sue earned both her BS and MS in Business Education from Eastern Illinois University. Besides teaching business and computer applications at Shiloh High School in Hume, IL, she teaches for IVS online. She believe that the most important things about taking an online class are to stick to the due dates, not to put off doing the work, and communicating your needs and problems to the instructor.

Mills, Lisa – Lisa Mills is the Director of High School Review at the NCAA Eligibility Center, a position she has held since 2007. Lisa first came to the NCAA in 1998 and worked in the Academic and Membership Affairs department; prior to that, Lisa was a secondary English teacher and gymnastics coach in Minnesota. Lisa graduated from the University of North Dakota with a degree in English, secondary education and coaching.

Mink, Doug – Currently a social studies instructor for Butler Tech Online just north of Cincinnati, Ohio, Doug has been working developing and teaching online courses for 8 years. Doug also has experience teaching in a traditional classroom and currently coaches track and field. Before teaching, Doug worked in both the U.S. House and Senate in Washington, D.C., has been a candidate for U.S. Congress, and is active in politics.

Montoya, Ron – Ron Montoya has served the Clark County School District for 36 years and as principal of Valley High School since 1999. In 2009 Valley High School was designated a High Achieving Exemplary Turnaround under NCLB. Mr. Montoya served as president of the Clark County Association of School Administrators and has been recognized as Class Magazine Principal of the Year (2005), Educational Pioneer Award (2010), NASSP Nevada High School Principal of the Year (2010), and NASSP National finalist (2011).

Morales, Carlos – Carlos Morales is an App Architect at MorVid Interactive and an associate professor of computer graphics technology at Purdue University where he teaches mobile application development. While at Purdue he has focused on the development of gaming technologies within educational settings. He is a co-author of "Mobile 3D Game Development: From Start to Market" and founded eAcademicBooks LLC, an ePublishing company.

Moran, Barbara – Barbara Moran has experience teaching graduate-level courses for in-service educators as well as undergrad courses for pre-service teachers. She has presented technology workshops at Wilkes University and at various off-campus sites for teachers in Northeastern PA. She has also presented sessions at a number of conferences including NECC (Philadelphia 2005 and Washington D.C. 2009), ISTE (Philadelphia 2011), PETE & C (Pennsylvania Educational Technology Expo and Conference) and PASCD.

Moreno, Melissa – Ms. Moreno holds an MS in Mathematics Education and an MS in Operations Research (Mathematical and Statistical Modeling). Certified in the states of Texas, California, Florida, and formerly Hawaii, she has been teaching secondary and post secondary mathematics since 1994 and teaching full time in the virtual world since 2005. She currently serves as the Math Department Head for NorthStar International Academy where she instructs students online living in over 60 countries around the world.

Narayan, Christina – Christina Narayan has been a teacher with Branson School Online for 9 years, teaching grades K-4, developing Special Projects and coordinating Elementary Student Support Services. She was Colorado's 2009 Online Elementary Teacher of the Year. Christina has a passion for teaching synchronously to individuals and small groups using best practices. She fervently supports online education. She has a B.S. in Elem and Special Education and is a Master's student in BSU's Educational Technology program.

Nehr, Joy – Joy has been a teacher for 17 years and has taught online courses for 2 years. She received her Bachelor's degree from the University of South Carolina. She earned her Master's degree from the University of Wisconsin-Stout through a completely online degree offering so she has extensive experience as an online student herself.

Newby, Lori – Lori is a Special Education Resource Teacher for the Lawrence Virtual School (LVS); the largest virtual school in Kansas. Lori received her undergraduate degree from the University of Missouri Kansas City in Elementary Education and Early Childhood Development. She also holds a Masters in Educational Technology as well as Adaptive Special Education.

Noll, Mary – After twenty-five years of teaching English, Sociology, and Study Skills in middle, secondary, and college classrooms in four states, Mrs. Noll began teaching exclusively online six years ago. Her career as an educator has included English Departments Chair, state and district Writing Committees, Instructor/Program Developer for Alternative Secondary Education, State Committee for Standards/Curriculum Alignment (KS), English Subject Matter Expert, and Consultant for Adult Online Curriculum.

Nordine, Dawn – Dawn Nordine is the Executive Director of Wisconsin Virtual School (WVS), the state-led supplemental online program for grades 6-12, operated out of CESA 9. Since 2000 WVS has provided online courses for over 11,000 students. She has been in the education field for twenty years. Formerly a superintendent and technology coordinator of a rural school district, Dawn has been actively involved in the expanding online learning opportunities for students in Wisconsin for nine years.

O'Neill, Paul – Paul O'Neill is an education attorney, professor, school founder, national lecturer and author with extensive experience guiding education organizations through challenges and growth. He was previously General Counsel of the Charter Schools Institute of SUNY, one of the nation's leading charter school authorizing offices. Mr. O'Neill received an M.Ed. in Educational Administration from Teachers College, Columbia University, and a J.D. from the University of Virginia School of Law.

Odell, Greg – Gregory Odell is an e-Learning Specialist with Hall County Schools in Gainesville, GA. Odell earned his Ed.S. in Instructional Technology and School Library Media at the University of Georgia in 2003 and has taught 4th/5th Grade and served as an elementary school media specialist prior to becoming an e-Learning Specialist. He is passionate about seeing education realize the full potential of the use of technology.

Ogston, Rick – Rick Ogston leads a K-12 system of charter schools serving 850 Arizona students. He served as president of the Arizona Charter School Association, adjunct professor at Arizona Western College, and school improvement coach for the Arizona Department of Education. Prior to his career in education, he was director and therapist of a family counseling center, served on the board of directors of Anitox Corporation, served in the US Marine Corps, and in the US Navy as a Marine chaplain.

Oliver, Kevin – Kevin Oliver is an Assistant Professor of Instructional Technology in the Department of Curriculum and Instruction at North Carolina State University. He has worked with the North Carolina Virtual Public School (NCVPS) since 2007, on multiple project and program evaluations. He is currently studying the development of eight blended courses by the school, designed to promote STEM opportunities in underserved districts.

Ounsworth, Chantal – Chantal Ounsworth has a Bachelor of Education degree from the University of Regina and a Master of Education: Educational Technology & Design degree from the University of Saskatchewan. She is currently responsible for the Regina Catholic Learning Online program, an asynchronous program that offers high school courses to students. She currently resides in Regina, Saskatchewan, Canada with her husband and three daughters.

Pace, Amy – Amy has 11 years of previous teaching experience in the areas of Biology, Chemistry, Physics, Earth Systems, Anatomy and Physiology, and Principles of Technology. She enjoys using 21st century technology to customize the educational experience of her students. Recently, Amy was selected as the recipient of the Presidential Award for Excellence in Math and Science Teaching, given by President Obama in Washington, D.C.

Pape, Liz – Liz Pape is the CEO of VHS, Inc., a collaborative of high schools across the U.S. and abroad that offers NetCourses to high school students in member schools. She has a B.A in Economics and an MBA. For the past fourteen years she has been involved in education, as a technology specialist, integrating the use of technology in the curriculum, as the grant administrator for the Virtual High School Technology Innovation Challenge Grant, and now as the CEO of VHS, Inc.

Pedrotti, Dani – Dani works closely with the NROC Network, a community of secondary and post-secondary educators who sustain the nonprofit National Repository of Online Courses. Dani has an extensive background in educational technology and enjoys encouraging the use of new media and technologies to support innovative teaching and learning.

Perkins, Kathy – Kathy Perkins is Director of the PhET Interactive Simulations Project at the University of Colorado at Boulder. She is an Associate Professor Attendant Rank in Physics and also serves as Director of the CU Science Education Initiative. Her work in physics and science education focuses on: pedagogically-effective design and the use of interactive simulations; students' beliefs about science; and effective and sustainable course reform.

Perrault, Denise – The current Head of Online Learning for the International Baccalaureate, Denise has over 20 years of experience in education, 9 of which have been exclusively involved in multiple facets of the development and administration of K-12 online programs at a local, state, national, and international level. Working from the IB Global Center in The Hague, The Netherlands, Denise is facilitating the creation and expansion of online learning opportunities throughout the IB organization and schools.

Peterman, Leinda – Leinda Peterman is a Project Director at Education Development Center where she leads training programs and custom online course development projects for educational organizations across the country. Leinda has over 33 years experience as an administrator and experience in organizing and managing professional development programs, especially related to the integration of technology into the standards-based curriculum.

Pierce, Denise – Denise has served public school students at all levels, as well as Advanced Placement over 29 years. She specializes in secondary math, technology integration, online and blended courses. Denise has her Masters in Mathematics, a Technology Applications Certification, and a Principal Certification.

Pittenger, Linda – Linda Pittenger leads the Innovation Lab Network for the Council of Chief State School Officers. In that capacity, she supports state efforts to design and implement systemic changes in education that personalize learning, are neither time nor place dependent, and are organized around the needs of learners. In a previous life, Ms. Pittenger coordinated secondary reform efforts in Kentucky and began the Kentucky Virtual High School.

Powell, Allison – Dr. Allison Powell is the VP for State and District Services of *i*NACOL which provides expertise and leadership in K12 Online Learning. Before joining *i*NACOL, she taught in both F2F and online K-8 environments. She helped build the Clark County School District's Virtual High School and an online professional development program. She has served as a board member for several organizations and universities. She completed her doctorate from Pepperdine University in learning technologies.

Pratt, Keryn – Keryn Pratt is a Senior Lecturer at the University of Otago College of Education where she is the Postgraduate and Distance Coordinator. She is also a member of the Centre for Distance Education and Learning Technologies. She has been involved with distance learning and virtual schools since 2000.

Pritchett, Melanie – Melanie Pritchett, prior to joining CompassLearning, served as director of literacy initiatives at the University of Texas System's Institute for Public School Initiatives in Austin, Texas. Melanie also served as assistant commissioner for statewide initiatives at the Texas Education Agency, director of educational initiatives at Just for the Kids, director of reading and language arts for Dallas ISD, and as an elementary principal in the Aldine ISD in Houston.

Rapp, Chris – Chris Rapp has spent 20 years in online education, digital publishing and educational technology. Chris is on staff at the Evergreen Education Group where he serves as a consultant for a variety of online and blended learning programs.

Rapp, Lori – Lori Rapp currently serves as Executive Director for Learning Design and Support in Lewisville ISD in Texas. Ms. Rapp has been in the field of education for 15 years. As executive director responsibilities include oversight of core content curriculum development from PK-12, Response to Intervention district implementation, oversight of data coach program, and support to the 64 campuses in LISD. Prior work experience includes Secondary Mathematics Supervisor and high school mathematics teacher.

Ray, Kecia – Kecia Ray was a middle school science teacher and participated in the TN first distance-learning network. She has been an assistant professor at Middle TN State University. She was also the director of technology research at the Vanderbilt University School of Medicine. Previously, Ms. Ray served as an invited member of the *i*NACOL Research Committee and a journal referee for the AERA. She was elected to the International Society for Technology in Education Board as at-large member in 2011.

Raymer, Rick – Since 2008, Rick Raymer has been managing the production of eLearning software and games for the North Carolina Community College System's BioNetwork organization. He has produced over forty games with titles on every major gaming platform including consoles, PC's, handheld devices, and mobile phones. Before entering the game industry, he created computer animations for engineering, marketing, and training purposes. Rick has a degree in Industrial Design.

Redd, Brandt – Brandt Redd is Senior Technology Officer for the US Program at the Bill and Melinda Gates foundation. He seeks to further the foundation's goals in US education through strategic use of technology.

Reed, Darren – Darren Reed currently serves as Vice President of K12 Inc.

Revenaugh, Mickey – Mickey Revenaugh is Executive VP with Connections Learning, Vice Chair of the Board of Directors of *i*NACOL, and is one of the co-founders of Connections Academy, a recognized leader in online learning. She helped launch the E-rate program, designed to wire every school and library in America to the Internet. Mickey is an evangelist for the power of high-quality online and blended learning — and she is a non-stop advocate for making online/blended learning opportunities available to every student.

Reynolds, Klista – Klista is a Technology Integration Educator at Joplin Schools in Missouri. Klista has nine years of teaching experience, including three years as an eMINTS teacher. Klista has presented at many industry conferences, including eMINTS Winter Conference, Learning Forward, MoreNET Connections and MSBA Annual Conference. Klista earned a BA in Education at Missouri Southern State University and a Masters in Educational Technology at Northwest Missouri State University.

Rice, Kerry – Kerry Rice is an Associate Professor and Interim Chair in the Department of Educational Technology at Boise State University. Her research centers on professional development of K-12 online teachers and the impact of teacher PD, course design, and instructional strategies on student outcomes in online learning environments. She is co-author of the Going Virtual! research series and is the author of "Moving the K-12 Classroom Online: Research-Based Strategies and Practices" (Sept. 2011).

Rinker, Tisha – Tisha Green Rinker is currently the national manager of the School Counseling Program for Connections Academy. She has served in this role the past two school years. She has been working as a school counselor since 2002. She received her Bachelor of Arts in Psychology, Master of Arts in Counselor Education and engaged in doctoral coursework in Counselor Education with an emphasis on School Counseling and Educational Leadership at The Ohio State University.

Robinson, Matthew – Matthew Robinson is a qualified secondary school teacher in the province of Ontario. He has been a District eLearning Contact (DeLC) and Program Resource Teacher in the Upper Canada District School Board and has taught several eLearning courses. Matthew has also written, edited, and reviewed courses for eLearning Ontario and continues to support the nine English speaking school boards in Eastern Ontario in his present role as ReLC - Regional eLearning Contact.

Rofel, Marjorie – Marjorie Rofel, JD, M Ed is the Senior Director of Student Services for Connections Academy. She brings to Connections Academy more than 30 years experience in special education. Ms. Rofel served as a special education teacher, learning disabilities specialist, school administrator, and special education director in the 25th largest school district in the US.

Rose, Ray – Raymond Rose, Online Learning Evangelist is acknowledged as a knowledgeable and accomplished online visionary. He develops online education and teacher professional development programs, and advises programs, policy-makers, and the leaders of online learning. He is a member of the National Advisory Boards for High School Program at Evans Newton, GLBTQ Online High School, and the Virtual High School. He is active with CoSN and with the Society of Information Technology and Teacher Education.

Rowenhorst, Terri – Terri works closely with institutional members of the NROC Network who help sustain the nonprofit National Repository of Online Courses. Terri has worked in the educational technology field for almost 20 years and enjoys sharing stories from pioneers on the elearning frontier.

Rowlands, Tracy – The Mohawk Regional Information Center (MORIC), one of 12 New York statewide information centers, provides participating districts with access to state-of-the-art technology services, training and support for teachers, students, and administrators. Tracy oversees the instructional technology and data analysis support services MORIC provides to 52 school districts in their efforts to enhance teaching and learning with technology.

Roy, Jennifer – Jennifer Roy is the Chair of the Texas Chapter of the National Coalition for Public School Options, where she is actively involved in empowering parents to advocate for their children's educational needs. She and her husband, Brent, have two daughters that have exercised their choice in education by attending a virtual academy in Texas for the last four years. Jennifer enjoys many different activities, but most importantly she enjoys spending time with her family.

Rumsey, Molly – Molly Rumsey is the Academy Technology Specialist at the Harpeth Hall School in Nashville, Tennessee. Previously, she was the Interim Director of the Online School for Girls where she brought the Online School for Girls from test concept to a fully operational school creating a wide range of courses for students and professional development opportunities for teachers. Molly currently serves on the Board of Trustees of the Online School for Girls.

Sanderson, Elfi – Elfi Sanderson is the program coordinator for Gifted LearningLinks (GLL), the online program of Center for Talent Development at Northwestern University. She has been an educator for over 40 years, previously teaching special education and elementary students and administrating/implementing the gifted program for Bannockburn School District 106 in IL. She most recently has presented at the National Association for Gifted Children, *i*NACOL, and Illinois (IAGC) and Texas (TAGT) Gifted Conferences.

Sanford, Camellia – Camellia has extensive experience conducting research and evaluation within informal settings such as museums, homes, and the Web. Camellia's recent projects at Rockman include assessments of educational mobile phone applications for PBS' Raising Readers program and The Wildlab. Camellia has also helped develop survey and interview instruments for the NSF-funded summative evaluation of the Music Instinct program, and the Passport to Knowledge initiative, Earth: The Owner's Manual.

Saroki, Frances – Frances J. Saroki works as the Course Development Manager at Michigan Virtual University. She holds a doctorate in Rehabilitation Counseling from Michigan State University and taught traditional, blended and online courses. She has worked on various educational technology projects (state, national and international) through MSU.

Scantland, Andy – Andy joined Advanced Academics, Inc. in early 2008 where he is responsible for the marketing and student recruitment. He has more than 20 years experience in marketing including more than five years at post-secondary education provider Alta Colleges. Andy started his career with advertising agency Ogilvy & Mather, During that time, he won a CLIO, the advertising version of the Oscar, for his work with United Way. He is a graduate of Emory University's Goizueta Business School and Clemson University.

Schrenk, Ryan – Ryan Schrenk is the Instructional Program Manager with the Montana Digital Academy (MTDA) at The University of Montana. Prior to being hired this past December with MTDA, he spent 8 years as the distance education director at a two-year college in Montana. Ryan also held two K-12 teaching positions and took part in local and state-wide teacher training programs. He has served on one national distance education board and is an active member in several new ventures with MTDA.

Segala, Laura – Laura Segala is responsible for Connections Learning's full-time programs which serve students in blended and online learning settings, including those for students who are "dropping back in" to high school in Detroit, MI; pursuing their Olympic dreams in Richmond, VA; or recovering from surgery or illness in Houston, TX. Ms. Segala has been a classroom math teacher and a high school guidance counselor, and has been working with Connections Education for over five years.

Setser, Bryan – Bryan transformed the North Carolina Virtual School into a national model for e-learning serving. In his role as Chief Quality Officer, his school district was recognized as a Malcolm Baldrige National Award Winner and a national best practice staff development site by the American Productivity and Quality Council. Dr. Setser has served on numerous national reform efforts including the National Digital Learning Council, the *i*NACOL State Leadership Team, and the State Virtual Leaders Alliance.

Simmons, Jeff – Jeff Simmons is the Team Lead for the Teacher Support and Student Intervention Team at IDLA. Jeff has been in online learning since 2002. He has a B.A. in Social Studies and English Education from Northwest Nazarene University and an M.A. in Education Leadership from the University of Idaho.

Slack, Alison – Alison Slack is a qualified teacher in the province of Ontario. She is currently seconded as Coordinator of the Ontario eLearning Consortium and is an eLearning teacher. She was previously seconded for two years by the Ontario Ministry of Education's eLearning Branch, eLearning Ontario, where she worked to create and implement the Ontario eLearning strategy.

Sloan, Kay – Kay has over 25 years of experience evaluating a wide range of initiatives in education, technology, the arts, and children's media. She currently manages studies of federally-funded initiatives designed to improve teaching, leadership, and learning. She has also conducted research on technology projects ranging from virtual learning in rural schools, to the impact of technology on students' writing.

Smart, Mike – Mike Smart is an Online Learning Facilitator and Innovation Coach Facilitator for District 287/Northern Star Online. He is the 2008 Minnesota Teacher of the Year. Over 40 of his students have won scholarships to study in Japan. Mike has authored Japanese textbooks, built online Japanese courses, and worked as an online consultant. He has an Economics degree from Harvard College, a Masters in Education from the University of Minnesota, and is a doctoral candidate in Educational Technologies.

Smith, Barbara – Currently Project Director for the Texas Virtual School Network, Barbara Smith has 30 years experience in K-12 education.

Sproull, Nick – Nick's responsibilities at the NCAA Eligibility Center include providing leadership to the core-course review process; directing the Eligibility Center's review of nontraditional courses and programs; and managing external relationships and giving presentations related to NCAA initial eligibility. He earned a B.A. in Music with Honors from Butler University and will graduate from Michigan State University in Spring 2012 with a M.Ed. in K-12 and Postsecondary Educational Leadership.

St. Pierre, Leslie – Leslie St. Pierre has 8 years of experience in online learning. In the Digital Learning Commons, she managed the selection, integration and implementation of online courses available to WA schools via an online course catalog and registration system. With the inception of the Digital Learning Department, she lead the development of the state approval process for online providers and continues to support schools in delivering high quality online options to students across the state.

Staker, Heather – Heather Clayton Staker is a Senior Research Fellow for the Education Practice at Innosight Institute. Staker has experience as a strategy consultant for McKinsey & Company, a sales manager for Procter & Gamble, and as the co-founder and CFO of Karaeiga, LLC, now Yoostar Entertainment. Staker graduated magna cum laude from Harvard College, with a concentration in Government. She received an MBA, with distinction, from Harvard Business School.

Stephenson, Senator Howard – Utah State Senator Stephenson is the Co-Chair of the Education Interim Committee. He also serves as the Senate Education Appropriations Chair. He is the President of the Utah Taxpayers Association. Senator Stephenson was the bill sponsor for SB65, Statewide Online Education Program.

Stimpson, Kody – Kody Stimpson is an Instructional Designer for the Idaho Digital Learning Academy (IDLA). Prior to working with IDLA, he worked as a Curriculum Developer for SLTATC, taught Instructional Technology courses for Utah State University and facilitated distance education courses for USU distance education. He earned an MS in Instructional Technology and BA in Spanish Teaching at Utah State University.

Stine, Eric – Eric leads the strategic accounts division for Blackboard, Inc., the nation's leading provider of educational productivity software. He oversees a talented Blackboard division and staff who deliver solutions for lifelong learning that increase access to education, enhance the educational experience, improve outcomes, and positively impacts economic and employment growth.

Stone, Adrianne – Adrianne Stone is a science educator, and has been incorporating technology into her classroom since day one. She has a Master's in Curriculum and Instruction, and occasionally serves as an Online Learning consultant to her district and surrounding areas, mentoring educators on how to become online teachers and also how to incorporate technology into their face-to-face classrooms. She has also helped to build online courses for her district and as a part of a NASA NSPIRES grant.

Sturgis, Chris – Christine Sturgis, founder of MetisNet, brings a breadth of professional and personal experience that has given her first-hand insight into how policies and programs work in the world of social change. She has been in the trenches at grassroots organizations, in capitol buildings with state agencies, and in the national spotlight with large philanthropic foundations.

Talbot, Victoria – Victoria has been a IVSF board member, advocate for online learning for four plus years. She is the mother of three and foster parent for many. She has extensive experience of coordinating large events (rally), public speaking, testifying and education/informing legislators.

Taylor, Harrold – Harrold has taught for twenty years, and has been a principal for eighteen. He has diverse experience as an online educator and mentor in a variety of disciplines and delivery systems at the middle school, high school, and college level. His thirteen years as a senior pastor have also equipped him to provide mentorship. He has a Bachelor of Theology and a Master of Education, counseling/psychology specialization, degree. He has been teaching and mentoring teachers online for over 4 years.

Taylor, Kirsten – Kirsten Taylor helps lead two initiatives for the Council of Chief State School Officers, including EdSteps and the Next Generation Accountability taskforce. Kirsten is a graduate of Middlebury in Vermont and Duke Law School.

Todd, Ryan – Ryan Todd has been working with traditional K-12 and virtual schools for the last six years to find solutions for their struggling student populations.

Tonks, DeLaina – DeLaina Tonks is the Director of the Open High School of Utah, whose mission includes a commitment to share the curriculum we have developed as an open educational resource. Prior to joining Open High School she taught high school for 13 years, the last two at ECOT in Ohio, where she enjoyed creating online courses in French and Spanish.

Treacy, Barbara – Barbara Treacy is the Director of EdTech Leaders Online, EDC's national capacity-building online learning program for state departments of education, school districts, virtual schools, colleges and universities, and other educational organizations, with participating organizations in over 35 states. EdTech Leaders Online received *i*NACOL's 2010 award for Innovative Online Learning Practice.

Trimble, Megan – Mrs. Trimble taught for ten years at the secondary level in both Missouri and Kansas and has been a virtual Instructor for six years. Megan continues to work as a Subject Matter Expert and curriculum developer. Bachelor's Degree in Secondary Education/English from Kansas State University; Master's Degree in Education from Baker University. She currently teaches 8th grade C.A./Reading at Oxford Middle School in Blue Valley USD 229 and on-line high-school students at Insight School of Kansas.

Turpin, Aaron – Dr. Aaron Turpin is currently serving as Executive Director of Technology for the Hall County School District located 45 minutes northeast of Atlanta. Dr. Turpin has lead the effort to transform Hall County Schools into authentic 21st century learning environments. Prior to his current position, Dr. Turpin served as a middle and elementary school principal after teaching for eight years.

Udovich, David – Mr. Udovich is an experienced administrator with previous history as an Administrative Officer in Human Resources Department, Elementary, Middle, and High School Principal and currently as Executive Director for Secondary Initiatives. Mr. Udovich has all his educational experience serving students in urban inner city school districts. Currently he is focused on working with the district's most at risk students to reduce the number of dropouts and increase graduation rates.

Vaidhyan, Thomas – A social entrepreneur, with a passion for leveraging technology to enhance learning and scale access globally, Thomas a MBA, with B.Sc. in Physics, comes from a background of educators. Having architected and managed a number of successful start-ups over the past decade, Thomas has made it a personal crusade to bring accepted best practices in the Corporate world and Global Education to create more meaningful learning experiences for the current and next generation of learners.

Vander Ark, Tom – Tom Vander Ark is partner in Getting Smart and Learn Capital and is CEO of OpenEd Solutions. Previously he served as Executive Director of Education for Bill & Melinda Gates Foundation. Tom was the first business executive to serve as a public school superintendent for one of Washington State's larger school districts. Tom blogs daily at GettingSmart.com.

Vashaw, Scott – Scott Vashaw is the Director of Education Services for the Michigan Virtual University. He holds a Bachelor of Science degree and a Masters degree in Educational Leadership from Michigan State University. Mr. Vashaw has 15 years experience as a classroom teacher of secondary mathematics, 5 years as a HS Assistant Principal, 12 years as a HS Principal, and after 3 years as the Associate Director of the Michigan Virtual School was promoted to Director of Education Services at MVU.

Vickers, Debbie – Debbie Vickers is the director of curriculum development at Connections Academy. She joined CA this year, following more than 30 years experience as a K-12 educator, supervisor and director. Debbie has a BA in English/Secondary Education from Towson University and a MS in Curriculum and Instruction from McDaniel College.

Vincent, Debbie – Debbie A. Vincent is currently an Educational Specialist with Region 10 and works with TxVSN Course Review. Previous experiences include serving as 504 & Student Teacher Advisory Team (STAT) coordinator as well as the Language Proficiency Assessment Committee (LPAC) representative for all admission, review, and dismissal (ARD) meetings in Spring Branch ISD.

Voss, Jon – Jon is the director of Northern Star Online, a regional collaborative of suburban schools in the Minneapolis area. He is the chair of the state Online Learning Advisory Council and on the board of Minnesota Online Learning Alliance as well as a member of the Minnesota Learning Commons.

Waddell, Steve – Steve Waddell is the Chief Creative Officer and founder of I Support Learning, Inc./ Edmagineer. He struggled in high school, but as fate would have it, Steve ended up working for an educational development company and began developing electronic learning systems. In 2002, he launched his own company. Since 2003, Steve has partnered with schools around the world to create and deliver innovative STEM courses for online and blended learning environments.

Wadsworth, Amy – Amy Wadsworth graduated from Weber State University with a BA in English. She has a Masters Degree from Grand Canyon University in Administration. During her teaching career, which has spanned 11 years, she has spent time both public and private institutions. Most recently she was an English, Health, and Physical Education teacher for the Weber School District. She has successfully coached softball at the college, high school and junior high levels.

Wanger, Lauren – Lauren Wanger is a teacher and a graduate student at Florida Atlantic University's Educational Leadership Program. She has her undergraduate degree from Rutgers University in New Brunswick, NJ, and also holds a dual Masters Degree in social studies and special education from Long Island University. Lauren has spent the last five years working as an educator in both the traditional and virtual environment.

Waters, Amy – Mrs. Waters has worked with Gwinnett Online Campus as a teacher and administrator since 2001. She has taught and developed in multiple platforms with multiple institutions. She serves as the co-chairman of the Georgia chapter of *i*NACOL.

Watson, John – John Watson started the Evergreen Education Group in 2000. His work has been cited in the New York Times, Education Week, and eSchool News, among other outlets. Prior to online learning, John worked in environmental consulting and environmental education. John holds a BA from Middlebury College and an MS and MBA from the University of Michigan.

Waymack, Matt – Dr. Matt Waymack has served as a leader of Gwinnett County Online Campus which is a part of Gwinnett County Public Schools, the 13th largest district in the USA. He has administered, taught, and developed online classes since 1999 in multiple platforms at the K-12 and post-secondary levels. He has regularly presented at local and national conferences, and brings a diverse perspective regarding online education.

Webb, Ashley – Ashley Webb is a graduate of Brigham Young University, holding a Bachelor's degree in Technology and Engineering Education and a multimedia teaching endorsement. Her belief is that ANYONE can be taught how to use technology! Ashley not only incorporates multiple tech tools within her own courses, but collaborates with teachers of every discipline to create cross-curricular lesson plans that promote relevance.

Weeks, Tracy – Tracy Weeks (Ph.D., NC State University) is Chief Academic Officer for the North Carolina Virtual Public School (NCVPS), and Adjunct Professor teaching online courses in the College of Education at NC State University. She formerly served as a Change Management Analyst developing online training for Andersen Consulting clients, a math teacher and instructional technology specialist, and Director of Instructional Technology and Media for the Chapel Hill-Carrboro City schools.

Weston, Sarah – Sarah has been working in secondary and post-secondary education for 16 years as a mathematics teacher and administrator. She has spent the last two years at Open High School of Utah as a teacher, curriculum writer, and curriculum director. Sarah has built 4 courses using OER and currently oversees all current course development and teacher training on building with OER. Sarah was awarded Utah Charter Educator of the Year in 2010; the first online educator to receive the award.

White, Ross – Ross White, NCVPS Executive Director, began working in the UNC-Chapel Hill School of Education as a desktop support technician in 1998. He then joined LEARN NC and became interested in distance learning and began coordinating statewide programs for online professional development. From 2002-2007, he served as an unofficial principal, heading a program that provided online courses for 3,000 high school students from across the globe.

Wicks, Matthew – Matthew Wicks has been involved with K-12 online learning since 1999 and currently is Vice President Strategy and Organizational Development for the International Association for K-12 Online Learning (*i*NACOL). Previously, he founded Matthew Wicks & Associates, an online learning consulting firm and was a co-founder of the Illinois Virtual High School. Wicks has a Bachelor of Science in Computer Science from Purdue University and a Master of Science in Computer Science from Northwestern University.

Wiley, David – Dr. David Wiley is Associate Professor of Instructional Psychology and Technology at Brigham Young University, and Chief Openness Officer of Flat World Knowledge. David was formerly Associate Professor of Instructional Technology and Director of the Center for Open and Sustainable Learning at Utah State University. David is also the founder of OpenContent.org. His career is dedicated to increasing access to educational opportunity for everyone around the world.

Williams, Staci – Staci Williams is a second-year Indiana Connections Academy language arts teacher. She attended Purdue University, earning a Bachelor's Degree in Public Relations and Education. She is currently pursuing a Master's Degree in English Education. In addition to teaching, Staci worked as a journalist for the Lafayette Journal & Courier.

Williamson, Amanda – Amanda Williamson has 14 years of teaching and administration experience in education. She has worked in online education for 5 years as a Mathematics teacher, content developer, department chair, Coordinator for Teacher Quality, Coordinator of Instruction and is currently the Supervisor of Instruction for GaVS. She has a BBA in Public Accounting, a M.Ed. in Mathematics Education, and an Educational Leadership certificate. She will be pursuing her Ed.D. in School Improvement.

Winder, Robin – As an Instructional Leader, Robin helps teachers maximize the benefits of online instruction. Using her understanding of online teaching and communication talents, she builds supportive relationships with teachers. Prior to FLVS, she taught and developed courses in social studies. She was also the Academic Integrity Manager at FLVS, experiencing pedagogical and technical integrity issues. She holds a B.S. in Social Studies Education from UCF and a Masters in Education Leadership from the UWF.

Wise, Governor Bob – Bob Wise is president of the Alliance for Excellent Education and former governor of West Virginia. He co-chairs the Digital Learning Council with Gov. Jeb Bush and chairs the National Board for Professional Teaching Standards. The Alliance continues to build its reputation as a respected authority on high school policy by advocating for reform in the secondary education system and working to ensure that all students graduateprepared for college, careers, and to be contributing members of society.

Worrell, Colleen – Colleen brings over 10 years of teaching at the secondary and post-secondary levels to her job as Educational Programs Coordinator for VHS. At VHS, Colleen is responsible for managing professional development courses and other strategic initiatives. She has a proven track-record of success in working with pre-service teachers and earned high-praise as an adjunct instructor in the Master of Arts in Teaching program at Tufts University (Medford, MA). She holds an MA and PhD in American Studies.

Wright, Amanda – Amanda Wright is completing her 5th year as the Director of the Barren Academy of Virtual and Expanded Learning (BAVEL) in Glasgow, Kentucky. She began her career teaching Business Education after earning a BA degree from Western Kentucky University. She later received an MA in School Counseling from WKU. Amanda is a committed to sharing the benefits of virtual education with educators across the state and across the nation.

Yerkes, Christopher – Chris has taught for a total of 12 years, 4 of those in the cyber environment. He is currently CCA's Dean of Students, a Master Teacher, and an eight grade science teacher. Chris received his BS in Elementary Education from Shippensburg University, and his M ED in Administration from California University of Pennsylvania.

Young, David – David Young is an instructional designer for Michigan Virtual University where he designs and develops online high school courses for Michigan Virtual School and online professional development for Michigan teachers through Michigan LearnPort. He holds an Ed.S. degree in Educational Technology and instructional Design from the University of Florida and has previously worked as a high school teacher and school technology coordinator.

Young, Julie – In 1997, Julie Young pioneered the launch of Florida Virtual School with the goal of providing high quality, online courses to students throughout the State of Florida. That vision has resulted in Florida Virtual School's becoming the largest provider of Internet-based courseware and instruction for middle and high school students in Florida and around the globe.

Zehr, Mary-Margaret – Mary-Margaret Zehr is currently the Assistant Superintendent for Instruction at Watertown City School District. She has served as a MS/HS teacher, High School Principal and Superintendent in area schools for the past 19 years. Additionally, she has served on a local think tank regarding the implementation of online learning in Northern NY. She believes that the opportunities for students are endless and we need to begin teaching students for their future not our past.

Notes

A.D.A.M. Education
Booth 51

A.D.A.M. Education is the leader in innovative content and curriculum resources in classrooms around the world for teaching and learning about the human body. With teams of educators, industry professionals and subject matter experts we've developed products providing in-depth, compelling information and curriculum to increase retention for difficult subject matters.

Accelerate Education *(Emerald)*
Booth 38/39

Accelerate Education provides Online Courses, Credit Recovery Courses, Blended Learning Objects, Digital Curriculum, Mobility Enabled Systems and Tools to increase educational opportunities and achievement to students and teachers in grades K-12. In addition to curriculum, we also offer hosting, instruction and training for schools. Our curriculum and services are flexible and can be tailored to meet your school's specific needs.

Advanced Academics, Inc. *(Diamond)*
Booth 18/19

Advanced Academics, Inc. provides a customizable option for schools and districts looking to start their own online program for grades 6-12. Our solution includes access to state certified teachers, comprehensive online curriculum, and a technology platform designed specifically for the K12 market. We are utilized in a variety of ways, including full-time virtual schools, credit recovery, dropout prevention and recovery, curriculum expansion, teacher shortages, remediation, and acceleration.

ALEKS Corporation
Booth 37

ALEKS is a unique, web-based program that provides precise mathematics assessment and personalized learning correlated to all 50 states› standards and the Common Core State Standards. Through an artificial intelligence engine and adaptive questioning, ALEKS accurately assesses a student's knowledge and delivers individualized instruction on the exact topics the student is most ready to learn.

American Virtual Academy
Booth 52

American Virtual Academy offers a full suite of technology and curriculum to address the various demands of online education. With over 10 years of experience, AVA now offers a turn-key online solution (FlipSwitch), teacher training/professional development, and consulting services.

Amvonet
Booth 72

AMVONET is an e-learning solutions company that provides solutions for both synchronous and asynchronous learning environments. AMVONET brings a fully integrated approach to the e-learning environment to allow educators a seamless experience when conducting online classes. Its integrated toolset, live classes or lectures may be recorded, edited to be interactive, and published as a SCORM compatible file. AMVONET enables organizations to provide a fully integrated, interactive e-learning platform.

Apex Learning
Booth 57

Apex Learning® publishes digital curriculum that serves all students, from those not prepared for grade-level academic challenges to those capable of advanced coursework. With Apex Learning's comprehensive, standards-based online courses — and utilizing multiple course pathways — teachers are able to effectively differentiate instruction and spend more time working with students to address individual needs as they transition from middle school to high school and progress toward graduation.

AquaPhoenix Education
Booth 50

AquaPhoenix Education is experienced in working with virtual academies, educational distributors, and publishers with their customized kitting needs. Our excellent customer service, international sourcing, private labeling and fulfillment services allow us to manufacture and ship quantities from 1-100,000 custom kits a year. Stop by our booth and see what we can do to help with your specific customization needs.

Association of American Educators
Booth 12

The Association of American Educators is the largest, national, non-union professional educators association. AAE advances the teaching profession through personal growth, professional development, and teacher advocacy so that education professionals receive the respect, recognition and reward they deserve. AAE does not spend members› dues on political issues or candidacies and does not take positions on controversial agendas unrelated to education. AAE is a nonpartisan nonprofit organization.

Backpack for Microsoft Dynamics CRM

Booth 56

The National Network of Digital Schools Corporation is a wholly owned subsidiary of The National Network of Digital Schools Management Foundation. The NNDS Corporation will continue to leverage its investment in Microsoft technologies, such as Backpack for Microsoft Dynamics CRM, to bring sustainable software solutions to its K-12 education customers across the globe.

Blackboard, Inc. *(Diamond)*

Booth 73/74/75

As a global leader in education technology, Blackboard, Inc. works with states, K-12 districts and virtual schools to expand educational opportunities, create collaborative learning communities and increase engagement for students, teachers, parents and administrators. Blackboard's online, mobile, synchronous and mass communication solutions help educators deliver personalized and connected learning experiences for the 21st century classroom. For more information, visit blackboard.com/k12.

BocaVox, LLC

Booth 29

Maestro Student Information System by BocaVox, powers Online and Blended Learning institutions across the USA, enabling them to automate critical tasks, streamline operations and achieve maximum ROI. User friendly, customizable, and scalable to millions of enrollments, Maestro combines the latest technology with BocaVox's exemplary customer support. From admissions and registration to reports and transcripts, we deliver superior results to states, districts and individual schools nationwide.

BrainHoney *(Topaz)*

Booth 45

BrainHoney® LMS won the 2011 CODiE award for Best K-12 Course or Learning Management Solution, but BrainHoney® is much more than an LMS. With a modular architecture and open programming interface, BrainHoney® can be leveraged to build unique learning solutions better, faster, and cheaper than ever before. Come see ten BrainHoney-powered solutions and search the Bee Friendly™ Partner Program for content, solution, and service providers that work together to achieve your academic vision today.

Calvert Education Services *(Topaz)*

Booth 32

Since 1906, Calvert has delivered proven curriculum solutions to more than 600,000 students around the world. Calvert Partners takes that experience and expertise to the classroom, enabling hundreds of public and private school administrators to address the challenges they face in today's education environment: declining enrollment, loss of funding, and loss of control. We are committed to providing an academic experience that inspires the best in students and maximizes teacher effectiveness.

Carone Fitness

Booth 66

Carone Fitness is an accredited supplemental school and provider of online health and PE courses for grades K-12 and higher education. Carone products include 20 different semester-based courses, as well as summer, credit recovery, and homebound course options. Carone Fitness can enroll students directly for course credit or partner with schools to provide health and PE curriculum options. Since its inception in 2006 Carone Fitness has served over 30,000 students in hundreds of schools.

CK-12 Foundation

Booth 10

CK-12 Foundation is a nonprofit organization dedicated to increasing access to quality educational materials for K-12 students all over the world. CK-12 offers free, high-quality, open content in STEM subjects. Offerings include FlexBooks® digital textbooks, an SAT prep site, and an interactive Algebra curriculum, all of which can be customized and matched to the needs of the student, educator, or school.

Class.com, Inc.

Booth 63

Class.com partners with schools throughout the nation to provide online secondary courseware for credit recovery, alternative education, virtual schooling, and blended learning. Class.com equips educators with tools that help every student succeed by providing high-quality learning solutions that cater to the needs of 21st century schools. Our catalog of research-based, standards-aligned courses integrate cutting-edge technology and help teachers differentiate instruction and expand capacity.

Compass Learning
Booth 23

CompassLearning creates curriculum and assessment solutions that motivate today's students to engage, think & learn. K–12 schools use our Odyssey system to personalize instruction, improve test scores, and increase graduation rates. Our solutions are based on current and confirmed research on how 21st century students acquire knowledge. Teachers and administrators benefit from our custom implementations, excellent customer support, and professional development coaching, mentoring, and modeling.

Connections Learning
Booth 1/2

Connections Learning, a division of Connections Educations LLC, is an online learning provider that delivers a full range of quality, affordable, and turnkey digital learning solutions to institutions and individuals. Bringing personalized and flexible learning to students everywhere, Connections Learning products combine a proven curriculum, the latest instructional tools, certified teachers skilled in online instruction, and state-of-the-art technology.

Desire2Learn *(Emerald)*
Booth 58/59

Desire2Learn is transforming teaching and learning with its online learning products and services. Desire2Learn® Learning Suite for Schools is assisting educators to engage learners at all levels (5 million and growing), extend their classrooms, improve communication and reporting, collaborate with colleagues, and showcase student success. To learn more visit http://www.desire2learn.com/learningsuite/k12/.

DriversEd.com
Booth 80

DriversEd.com—the Online Drivers Ed Solution for Virtual Schools. As the leading online drivers education provider in the nation and the exclusive provider for the Florida Virtual School and the Texas Virtual School, DriversEd.com offers virtual schools a turnkey drivers education solution. DriversEd.com is the only driving school in America to be accredited by the Driving School Association of Americas and the Road Safety Educators Association.

EdisonLearning *(Topaz)*
Booth 44

EdisonLearning is a leading education services provider with experience in partnering with schools and organizations to help them achieve lasting gains in performance. Our solutions include school turnaround services, dropout prevention and recovery centers and online education. eCourses, online courses designed for the 21st century learner, are an integral part of all our offerings, supporting virtual high schools, supplemental high school curriculum and blended learning programs.

EdTech/Boise State University *(Topaz)*
Booth 17

Earn a master's degree and/or doctorate with a specialization in Online Teaching from Boise State University, one of the largest and most respected trainers of online teachers in the country—or get a three-course graduate certificate in Online Teaching. Our curriculum—recently called the most innovative in America—has been entirely online since 1999, and our tuition is one of the best buys you'll find in graduate education. Regionally and NCATE accredited. Stop by our booth or call 208-426-1966.

Education2020 *(Topaz)*
Booth 64/65

Education2020 provides a powerful learning experience with student-centered instructional content for grades 6-12. Comprehensive courses and content for instruction, tutoring and test preparation support students' academic success. e2020 delivers a variety of virtual, blended, and hybrid programs for district credit recovery, credit accrual, acceleration, intervention, remediation, summer school or other programs.

eDynamic Learning *(Topaz)*
Booth 78/79

eDynamic Learning publishes online electives that provide an exciting and academically meaningful online student learning experience. Our expert team of curriculum writers and instructional designers work with schools to provide a low cost/high quality curriculum solution. All of our courses include next generation instructional design, professional audio narrations and engaging interactive activities. Schools across the country have discovered the eDynamic Learning difference!

Epsilen
Booth 49

Serving over 600 institutions, the Epsilen Environment is a hosted online eLearning solution that focuses on learner engagement and the teaching and learning experience. It situates a robust set of learning tools within a learning community, offering the advantages of both. Epsilen offers clients exclusive access to The New York Times Knowledge Network Content Repository, a collection of digital resources and learning objects. Epsilen is majority owned by The New York Times Company.

eScience Labs
Booth 61

eScience Labs, Inc. is the leading provider of comprehensive hands-on science kits and supports online education and traditional courses that are looking for a laboratory solution. Our products include lab kits, materials, lab manuals, full Learning Management System integration, and professional development for science educators. eScience Labs, Inc. offers solutions for Biology, Physics, Anatomy & Physiology, Chemistry, Environmental Science, Forensics, Microbiology, and Allied Health.

e-Tech Academy
Booth 62

Empower Your Kids Through Dynamic Vocational Education. e-Tech Academy — putting Vocational Education back in your school, virtually. e-Tech Academy provides introductions to career fields and the soft skills necessary to get and keep a job. Classes are offered in live web-conferencing or by recorded on-demand. Classes available are Workplace Essentials, Computer Office Skills, Retail, construction trades and more.

Evergreen Education Group
Booth 9

Schools, districts, and consortia that are creating online and blended learning opportunities for students can benefit from unbiased, independent guidance and assistance. If your organization doesn't have the expertise in-house, we can help. Our expertise comes from decades of combined operational experience in leadership roles within online education, educational technology, and digital publishing.

Florida Virtual School *(Topaz)*
Booth 24

Florida Virtual School (FLVS) is an established leader in developing and providing virtual Kindergarten–12 education solutions to students in all 67 Florida districts, 49 states, and 46 countries. A nationally recognized e-Learning model, FLVS was founded in 1997 as the country's first, state-wide Internet-based public high school. Today, FLVS serves students in grades Kindergarten–12 and provides a variety of custom solutions for schools and districts to meet student needs.

Follett Software Company
Booth 46

Combining proven thought leadership with digitally powered, K-12 technology solutions, Follett Software helps sustain a rich, collaborative, 21st century learning environment that supports student success. Follett's integrated educational technologies, training and services help districts achieve better results by maximizing resources—from library materials, digital content, textbooks and other assets, to school and student data.

FYI Online, Inc.
Booth 47

FYI Online's course catalogue consists of 107 semester-based courses including core, honors, electives, credit recovery and a unique ESOL program. FYI Online has built research based, multimedia rich content for the next generation of high school students. Our Teacher Space® platform allows teachers to engage students by adding their own content and Web 2.0 functionality directly into the lessons. FYI licenses our full catalogue or can build courses to meet your needs.

Genius SIS *(Topaz)*
Booth 5/6

Genius SIS is the next generation of web-based Student Information Systems for online schools, supporting online registration, rolling enrollments, customized reporting and much more. Genius SIS offers a student portal and integrates with most LMS, keeping your admission, registration, enrollment and performance data in a single platform using an intuitive, user-friendly interface. Visit us at www.geniussis.com.

i-Edit inc.
Booth 43

i-Edit's mission is to produce innovative educational products to enhance learning at every educational level. ZENLIVE, our web-based conferencing platform, brings this to life. The customizable platform ensures complete privacy between instructor and student. Tools allow for dynamic teaching sessions using video and presentations. The white board allows students to view problem-solving techniques in real time. ZENLIVE is an excellent teaching tool which can be used from anywhere, at anytime.

Indiana University High School
Booth 40

Indiana University High School (IUHS) is a virtual high school affiliated with the Indiana University School of Continuing Studies. IUHS offers accredited distance education correspondence and online high school courses, advanced placement courses, as well as a diploma and honors diploma program that can be earned entirely through virtual education. Email: http://www.iuhighschool.iu.edu Phone: 800.334.1011

K12 Inc. *(Diamond)*
Booth 13/14, 60

K12 Inc. is the largest provider of proprietary curriculum and online education programs for students in kindergarten through high school in the U.S. K12 provides its curriculum and academic services to public and private online schools, traditional classrooms, blended school programs, and directly to families. The K12 family of brands includes Aventa Learning by K12, A+, Middlebury Interactive Languages, and powerspeak12. For more information, visit k12.com/educators.

Knewton
Booth 31

Knewton has developed the world's first Adaptive Learning Platform™, which customizes educational content to create a uniquely personalized learning path for every student. With learning solutions powered by Knewton, colleges across the country are improving readiness rates, increasing student engagement and retention, and providing students with the learning tools required for optimal student performance.

KP Education Systems
Booth 48

Can students learn Culinary Arts and Food Science online? Yes they can! The leading educational software for foods is now online. Over 24 hours of technical video instruction is embedded into the lessons, along with the most up-to-date content in the Culinary and Food Science industries. With the KP Compass LMS, students can access materials and take tests anytime, anywhere, and from any mobile device... even iPads. It's time to 'get cooking' with some fresh elective course offerings!

Lincoln Interactive *(Diamond)*
Booth 33/34

The National Network of Digital Schools is the exclusive provider of Lincoln Interactive, a leading K-12 online curriculum used in traditional classrooms and online schools across the country. Lincoln Interactive is a series of standards-based, engaging courses for elementary, middle and high school students designed to maximize academic success. It is a high-tech, high-touch comprehensive learning package that provides flexible, dynamic and adventurous learning opportunities for students.

MediaSpark GoVenture
Booth 22

Engage students, improve test scores, and increase enrollments with the most realistic educational games and simulations ever available for Business, Entrepreneurship, Accounting, Personal Finance, Investing, Health and more. GoVenture software simulations are used in schools throughout the US and internationally. Add to existing courses or create new ones to enhance student learning and increase adoption. We also develop custom games and simulations to fit your needs.

Mercury Online Education
Booth 81

The mission of Mercury Online is to provide a rigorous, high quality K-12 academic program that utilizes the best aspects of a blended online and classroom learning experience. Our online programs feature world-class content and college-preparatory skill building with compelling inquiry-based learning that is designed to spark students' intellectual curiosity. Mercury's balanced approach combines high-tech online learning with high-touch classroom-based instruction.

Michigan Virtual University
Booth 36

MVU serves the K-12 community through the Michigan Virtual School for students and Michigan LearnPort for educators. We have the capacity to host your learning management within our online portals, offering affordable solutions that allow you to maintain your brand in custom platforms. We can provide a variety of hosted services. Visit Booth #36 for a demo. Our high-quality, accredited courses are also available to non-Michigan customers.

National Repository of Online Courses
Booth 26

The National Repository of Online Courses (NROC) is a member-driven, nonprofit effort to develop and deliver quality, curricular content that is affordable, adaptable, and media-rich. NROC's library of Open Educational Resources is funded by The William and Flora Hewlett Foundation, The Bill and Melinda Gates Foundation, and by sustaining members of the NROC Network. Visit www.montereyinstitute.org/nroc today! Learn more about our recent release, Algebra 1—An Open Course, at NROCmath.org.

ODYSSEYWARE *(Emerald)*
Booth 15/16

ODYSSEYWARE® is a leading provider of online curriculum for charter, public, and virtual schools in more than 945 districts across the United States. Founded on research-based educational models, ODYSSEYWARE's customizable curriculum includes core courses and a variety of electives for students in grades 3-12. More than 30 years of experience have enabled the ODYSSEYWARE team to lead the industry in creating an engaging, technology-rich learning environment for the digital generation.

Pearson *(Diamond)*
Booth 3

Pearson, the global leader in education services, technology and school solutions, provides innovative digital programs for personalized learning, student information and learning management systems, teacher professional development, testing and assessment tools and more. For over 40 years, Pearson has set the standard for digitally-driven, online and blended learning and has empowered millions of students and teachers alike at every level of instruction to reach their highest potential.

Pepperdine University Graduate School of Education and Psychology
Booth 67

Pepperdine University's Graduate School of Education offers a wide range of master's and doctoral degree programs in areas such as Learning Technologies, Organizational Leadership or Educational Leadership, both online and at campuses across Southern California. gsep.pepperdine.edu/ 800.347.4849.

Performance Learning Systems
Booth 7

Over 40 years of experience providing high-quality professional development, graduate courses, and consulting services for districts, schools, and educators means that Performance Learning Systems' international network of top-level trainers, consultants, and program designers are available to take your program to the next level. Online, onsite, and blended training is available for classroom teachers, online teachers, and those making the move from face-to-face to online teaching.

PhET Interactive Simulations
Booth 8

Advance your science and math online courses — with innovative, research-based, interactive simulations from the PhET Interactive Simulations project at the University of Colorado Boulder. Our collection of over 100 simulations are all freely available at http://phet.colorado.edu. These simulations provide animated, interactive, game-like environments in which students learn through scientist-like exploration. Our website also includes over 500 classroom activities.

PLATO Learning *(Emerald)*
Booth 53/54

PLATO Learning is a leading provider of high-value, comprehensive online solutions supporting educators in their mission to successfully transition learners from one stage to the next in their educational endeavors. PLATO offers a wide variety of options to cover multiple program areas focused on learner achievement and educational success. Through our K-12 and post-secondary solutions, learners are able to upgrade their skills, increase their self-confidence and become more self-sufficient.

PresenceLearning *(Topaz)*
Booth 25

PresenceLearning is the leading provider of live online speech therapy services. The company offers web-based access to a nationwide network of highly qualified speech therapists via live videoconferencing using the latest in evidence-based practices. PresenceLearning delivers large cost savings while improving student outcomes. PresenceLearning is an ASHA-approved continuing education provider and a US Department of Education grant-winner, dedicated to the highest clinical standards.

SAS *(Topaz)*
Booth 4

Available at no cost, SAS® Curriculum Pathways® provides interactive digital content in English language arts, math, science, social studies, and Spanish for grades 6 to 12. SAS Curriculum Pathways® • Engages students of varied abilities • Offers over 1200 individual lessons, virtual labs, and interactive teaching tools • Includes formative and summative assessments • Maps to all state and Common Core State Standards • Is utilized by nearly 200 online schools. To learn more visit www.sas.com/engage.

School Specialty Curriculum
Booth 30

School Specialty Curriculum provides K–12 learning solutions that build core skills and close the achievement gap in reading, math and science. Visit booth #30 to see presentations of award winning programs –iNeo/SCI™ Virtual Labs from Frey Scientific, and the Academy of READING & the Academy of MATH from EPS, all part of the Curriculum Division of the School Specialty Family.

Science Kit & Boreal Labs
Booth 68

Helping teachers make a world of difference, Science Kit offers innovative products that are easy to teach and fun for students to use. Our exclusive «teacher developed, classroom tested» products are proven successful in classrooms just like yours. Plus, we offer custom kitting to meet your individualized needs.

Smart Horizons Career Online Education
Booth 35

Smart Horizons Career Online Education (SHCOE) is the first private, national online school district in the United States. Our core competency is designing, building, and managing affordable, career-based online high schools for students around the world. For additional information about SHCOE please visit www.shcoe.org.

Smart Tuition
Booth 69

Smart Tuition is the largest privately-owned provider of comprehensive tuition management services focused exclusively on K-12 schools.

SmarterServices
Booth 20

Our mission is to organize and analyze data that empowers people to make smarter decisions. SmarterServices analyzes data about students, faculty, teachers, employees, and courses. We provide SmarterMeasure – an online learning readiness indicator; SmarterSurveys – our end-of course survey management service; SmarterFaculty – an extensive database of online faculty; and SmarterProctors – a database of test proctors.

SoftChalk, LLC
Booth 55

SoftChalk software provides the ultimate solution for creating engaging, interactive and professional looking online lesson content for the e-learning and smart classroom. With the intuitive software, educators create content that will engage students and reinforce learning with interactive media, web-based widgets, comprehension questions, formatting features and flash-based activities.

Texthelp Systems, Inc.
Booth 42

Texthelp Systems provides award-winning literacy software solutions. Read&Write GOLD's customizable toolbar integrates with mainstream applications to support individuals with reading and writing difficulties, learning disabilities or English Language Learners. Fluency Tutor is an innovative online solution for developing and measuring oral reading fluency. Released in January 2011, Read&Write 10 GOLD!

Therapy Source, Inc.
Booth 41

Therapy Source is a premier therapy staffing and special education services provider offering highly qualified speech, occupational, physical, behavioral health, psychological and related therapy services to educational organizations nationwide. TheraWeb, our real-time, online therapy delivery solution, enables cost containment, compliance, increased goal progression and flexibility.

Total Education Solutions
Booth 71

Total Education Solutions provides innovative online and face-to-face therapy services to individuals with exceptional needs. In homes, communities, schools, clinics, and online, we foster opportunities for success. Our multidisciplinary team maximizes an individual's potential by providing an array of services, including speech and language therapy, occupational therapy, behavioral support, school counseling, and resource specialist services. Visit www.tesidea.com or call (877) TES-IDEA.

Tutor.com
Booth 11

"Awesome!" is the description students use most to describe Tutor.com, the number 1 online on-demand tutoring service for school districts, libraries and the Department of Defense. Students connect to live, subject-expert tutors and, without an appointment, get help 24/7 with homework and test prep. Tutor.com features a secure online classroom and shared, interactive whiteboard. Visit our booth for a demo and see how well Tutor.com can work with your online and blended learning programs.

uBoost *(Topaz)*
Booth 21

uBoost is an award-winning, online rewards and recognition platform utilized by K-20 schools and education companies to increase the frequency of desired behaviors like attendance and logins to achieve dramatic gains in course completion and student retention. uBoost partners with education companies (Kaplan, Scientific Learning, Connections Academy) to deliver customized programs that enhance student motivation, improve classroom behavior, and encourage parent engagement.

University of Missouri High School
Booth 27

Why do more than 1,100 schools nationwide choose MU High School? Comprehensive Selection. 200-plus courses in grades 3-12, including core, gifted, AP® and dual enrollment options. Flexibility. Online self-paced and semester courses, as well as a regionally accredited online diploma. Quality. National award-winning student services and courses. Value. Discounted tuition available to schools with group enrollments. http://muhigh.missouri.edu 1-800-609-3727.

University of Nebraska-Lincoln Independent Study High School
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Experienced, Accredited, Available Online: The University of Nebraska-Lincoln Independent Study High School offers over 100 core, elective and AP courses to choose from. Open enrollment, no minimums, low tuition ($210 + textbook per course). Award winning curriculum, certificated teachers and full administration of courses provided by our school. Learn more: http://highschool.unl.edu.

VLN Partners
Booth 82

VLN Partners assists K-12 school districts in transforming their own curriculum into interactive virtual learning opportunities. Whether your school wants to establish its own blended learning programs, reintroduce itself to home schooling candidates, enhance brick-and-mortar classroom teaching, or add flexible online learning to students, VLN Partners brings your curriculum to them — with guaranteed savings.

VSCHOOLZ *(Emerald)*
Booth 76/77

VSCHOOLZ provides a turnkey digital solution for schools or districts to launch virtual programs or to support a blended learning environment. An industry leader in the development of digital courseware, VSCHOOLZ works with multiple publishers and technology experts to create courses with fully interactive and engaging activities. The integrated, customizable platform incorporates collaborative tools, message boards, digital drop boxes, chat, teacher file sharing and analytical reporting.

Wilkes University
Booth 70

Wilkes University, one of the largest providers of graduate education in Pennsylvania, is growing nationwide. Wilkes offers innovative and practical master's degrees, including online programs in Online Teaching and Instructional Media, which teach ed-tech trends that improve online instruction and the use of technology in teaching. Wilkes also offers other online master's degrees, a doctor of educational leadership, and several letter of endorsement programs. www.wilkes.edu/GradEd.

The Program Committee was responsible for reviewing and rating the nearly 300 session proposals we received. In addition, many Program Committee members also serve as volunteers for a variety of roles while attending the conference. The *i*NACOL staff extends our thanks and appreciation to the Program Committee for all of their efforts in making the 2011 Virtual School Symposium such as success.

Fred Sagester
Conference Chair
University of the Cumberlands

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Barratt, Lee
GOAL Academy

Bennett, Jay
Michigan Virtual School

Bracco, Winnie
NYCDOE

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Hanson, Tracy
Mistacres

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Navarro, David
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Noll, Mary L.
K12 Inc.

Oberg, Andrew
PA Cyber Charter School

Petro, Andy
The Pennsylvania Cyber Charter School

Poskin, Michelle
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Roberts, Elaine J.
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Sharp, Jean
AdvancePath Academics

Stewart, Patti
Plano ISD

Swensen, Allynn
Indiana Virtual Academy

Swistowicz, Katie
Wyoming eAcademy of Virtual Education

Thompson, Jenn
The American Academy

Trimm, Trina
VSCHOOLZ

Waymack,Matthew
Gwinnett County Online Campus

White, David
Pearson Education

Whitley, Lynne
Georgia Virtual School

Woodard, Jamie
CCSD Virtual High School

Wycoff, Lisa
CompassLearning

Zisow, Marcie
Connections Academy

Thank You to Our *i*NACOL Board Members

Thank you to the *i*NACOL Board of Directors, past and present, for their outstanding service and dedication to the International Association for K-12 Online Learning (*i*NACOL). We are grateful for all they have done to contribute to the success of *i*NACOL and the field of online learning.

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Finding that his ideal classroom is an indie coffee shop

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Thursday, 9:30am, Grand Ballroom 1
The Curation and Creation Debate: The Future of Digital Learning

Friday, 11:30am, Room 203/204
Student Panel: Expanding Opportunities & Closing the Gaps in K-12 Education with Multiple Online Learning Models

Thursday, 2:15pm, Room 309/310
Students' Vision, Parents' Choice, Educators' Reality: Are we on the same page?"

Friday, 2:00pm, Room 309/310
Using ROI to Justify Your Online Learning Initiative

Thursday, 4:00pm, Room 104
Mobile Learning Panel: Creating a Strategy and Beginning to Implement

Friday, 9:45, Room 209
Innovation in the Wake of Devastation: How Joplin Schools Jumpstarted a 21st Century Learning Plan

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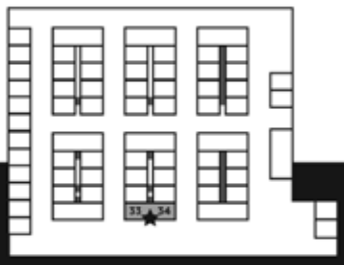
Visit booths 33/34



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WRITTEN SPECIFICALLY FOR K-12 TEACHERS, THIS BOOK COVERS ALL ASPECTS OF ONLINE EDUCATION.

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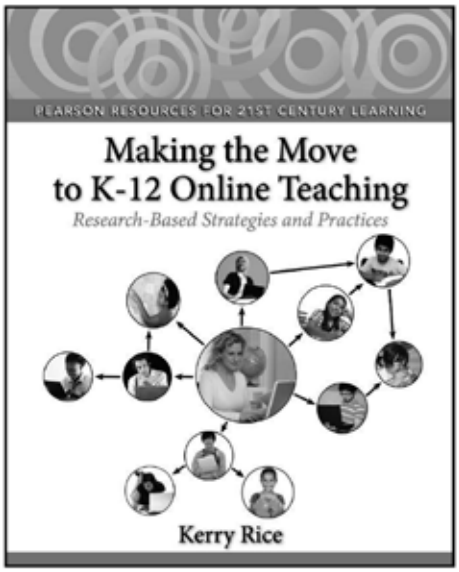

Unique in its focus on K-12 learning, this book shows educators how to transform their teaching as they move from traditional face-to-face classrooms to online settings. Taking into account what teachers know about effective traditional classrooms, Kerry Rice guides the reader step by step through the change showing how familiar concepts, such as setting the tone, building community, course design, lesson planning and assessment, must be re-examined in the context of the online classroom. With the simple premise that teachers need practical information to move beyond traditional practices, it provides an overview of the key principles of effective online instruction, emphasizes the power of the learner-centered approach, and discusses the technology tools that make online delivery and design possible. Filled with checklists, guidelines, vignettes and sample lessons, the book guides educators through the changing landscape of education as they make the move to K-12 online teaching.

Making the Move to K-12 Online Teaching: Research-Based Strategies and Practices, 1/e

about the author

KERRY RICE is an Associate Professor in the Department of Educational Technology at Boise State University, one of the leading K-12 online teacher preparation programs in the country. She has seven years experience teaching middle school math and science, and over 12 years experience teaching undergraduate and online graduate courses including: Introduction to K-12 Online Teaching, Advanced Online Teaching Methods, Technology Supported Project Based Learning, Integrating Technology in the Classroom Curriculum, and Theoretical Foundations of Educational Technology. Her research centers on the unique needs and challenges of K-12 online teachers and the development of an educational data mining model investigating the impact of teacher professional development, course design, and instructional strategies on student outcomes in online learning environments.

SEE KERRY RICE AT THE SYMPOSIUM!

TOWARDS THE DEVELOPMENT OF A REAL-TIME DECISION SUPPORT SYSTEM FOR ONLINE LEARNING, TEACHING AND ADMINISTRATION
Session 2 - Thurs. Nov. 10th
10:45-11:45 am

PROJECT BASED LEARNING IN THE DIGITAL AGE
(with Barbara Frey, Connections Academy and John Mergengoller, The Buck Institute for Education)
Session 7 - Fri. Nov. 11th
2:00-3:00 pm.

VISIT PEARSON AT BOOTH **3**

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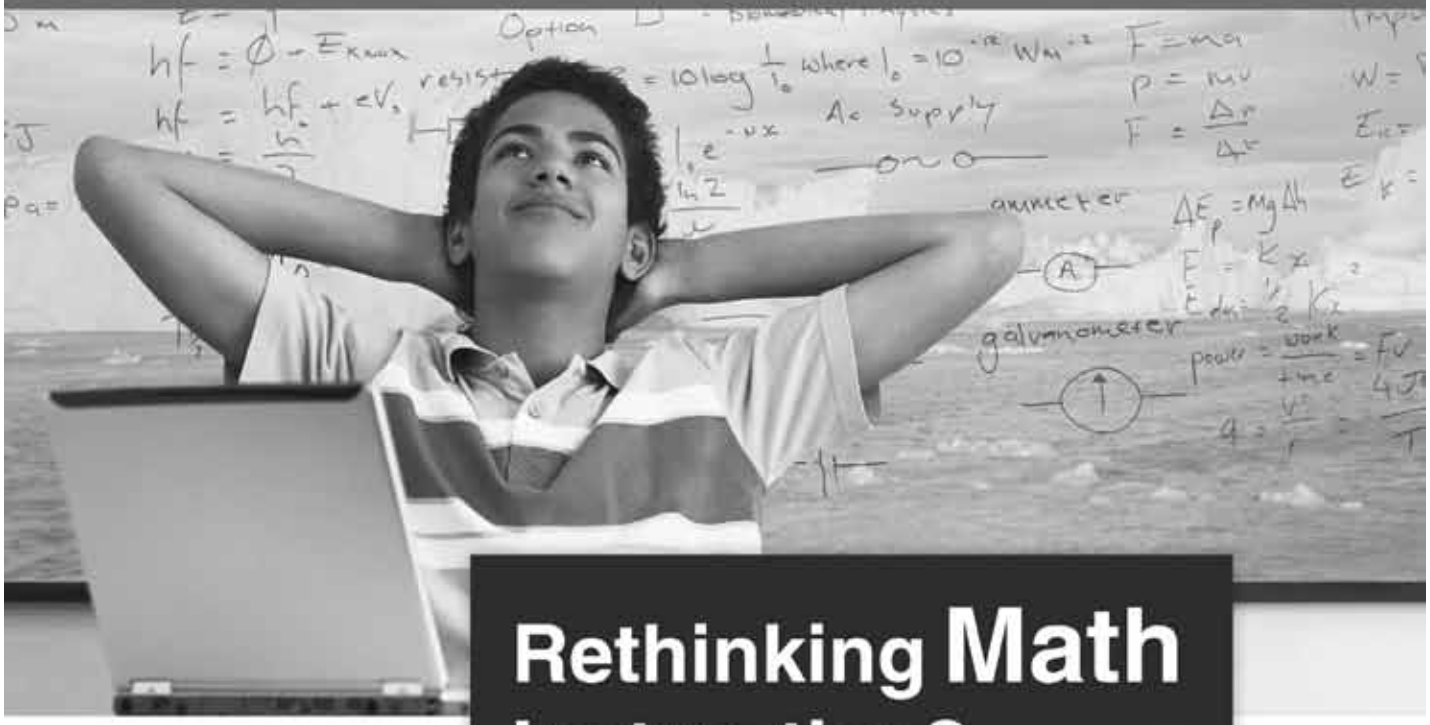

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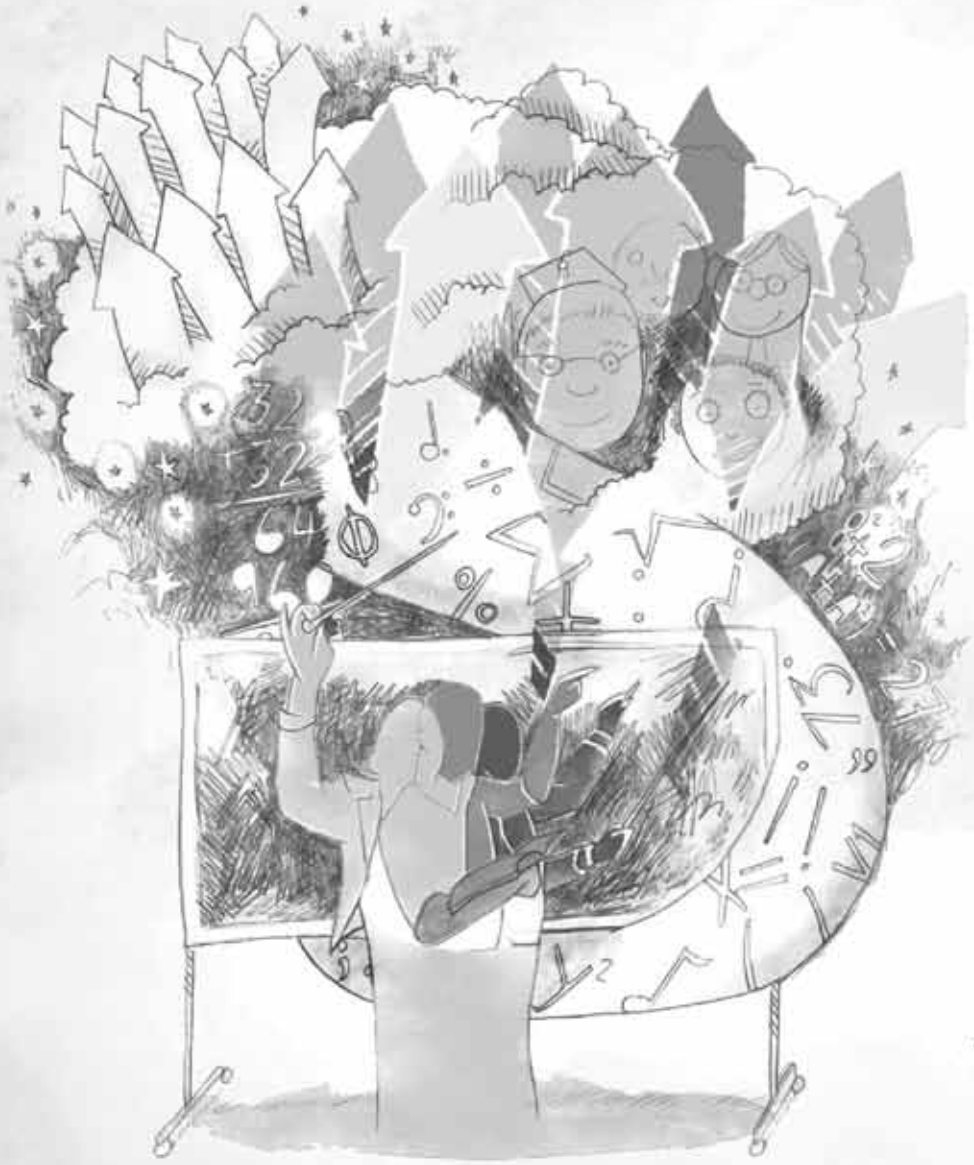

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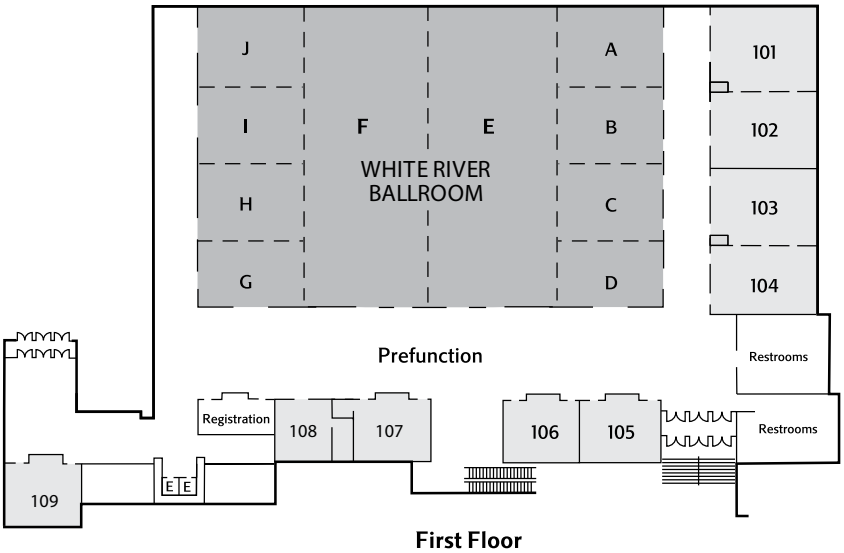
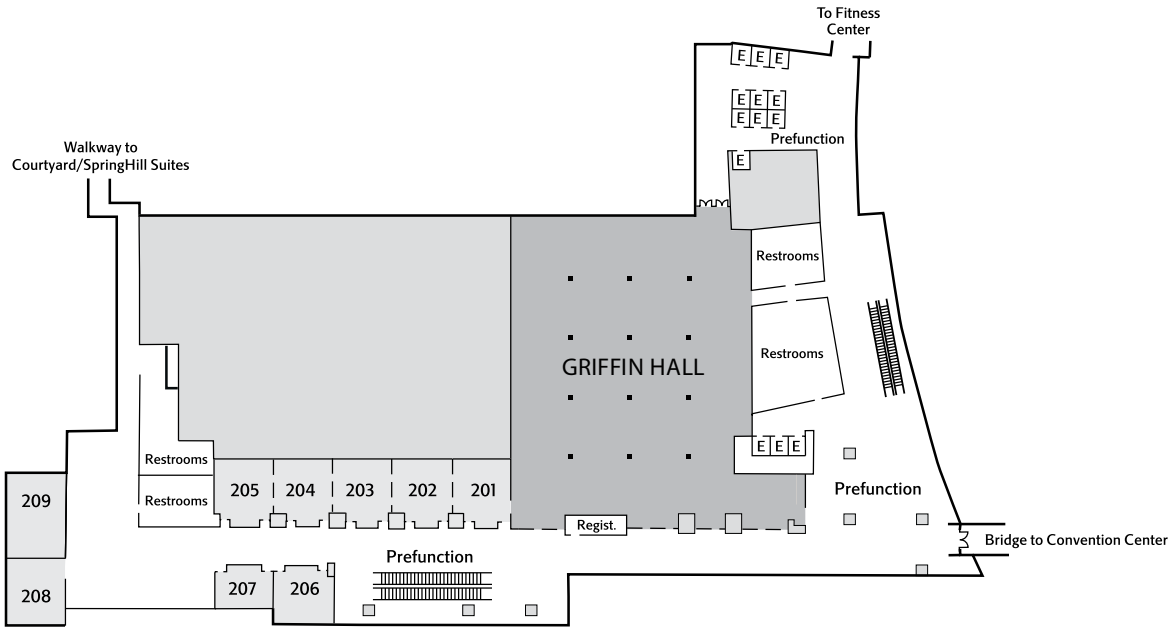
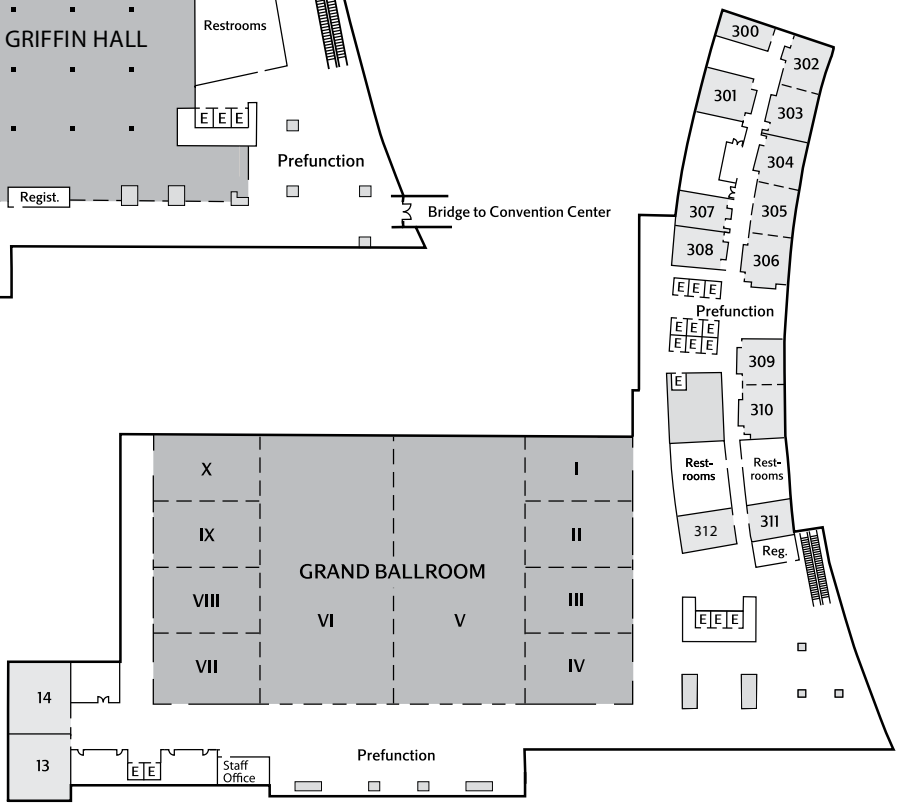


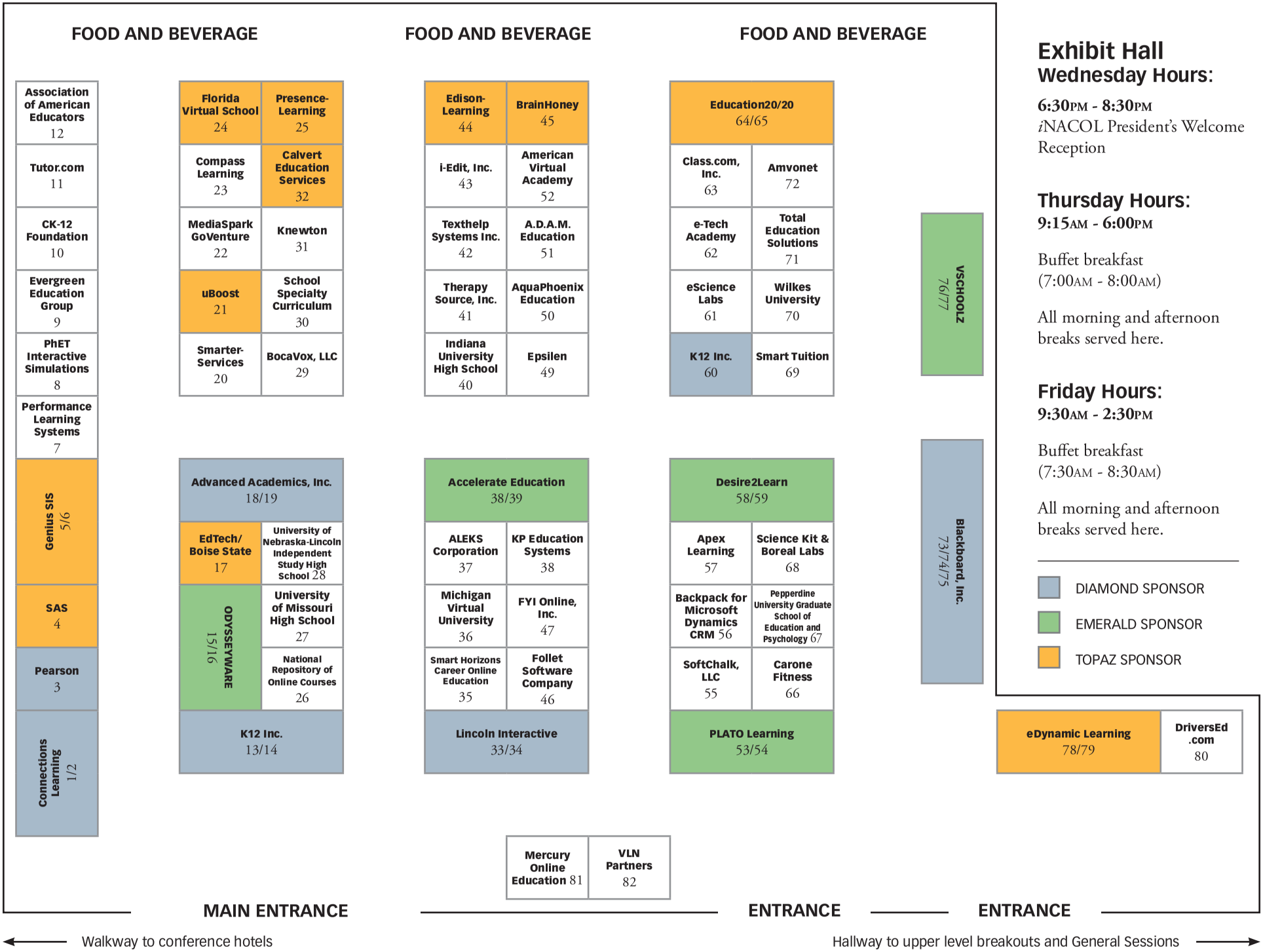
First Floor



Second Floor



Third Floor



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Wednesday Hours:

6:30PM - 8:30PM
*i*NACOL President's Welcome Reception

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